District Test Coordinator's Manual
2014-2015

English Language Arts   Mathematics

Alaska Department of Education and Early Development

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

TABLE OF CONTENTS

TABLE OF CONTENTS

TABLE OF CONTENTS

TIMELINE AND DATES

DATE	EVENT
March 6, 2015	Deadline for final enrollment, TEC uploads, & PNP settings
April 3, 2015	Deadline for ordering additional materials from Questar
March 30–May 1	AMP online assessment window
April 13–April 24	AMP paper/pencil assessment window
July 7- 10, 2015	Standard setting meeting for 2015 assessment
Fall 2015	AMP scores released after approval by State Board of Education

CONTACT INFORMATION

Helpdesk Contact

For help with Alaska Measures of Progress (AMP) administration and technology troubleshooting, districts may contact the Achievement and Assessment Institute (AAI) Technology Support Team. The help desk is available 5am-4pm Alaska Standard Time. Alaskan technology liaisons will provide additional virtual and on-site assistance to districts and schools.

> AMP Help Desk
>
> Toll free: 1-855-277-9752
>
> Amp_suppport@ku.edu

Alaska Department of Education & Early Development Contacts

For information regarding the AMP assessment system, contact the Assessment Unit at the Alaska Department of Education & Early Development (EED).

Table 1. Contact Information for Alaska EED

NAME	TITLE	E-MAIL ADDRESS	PHONE
Elizabeth Davis	**Assessments Administrator**	**elizabeth.davis@alaska.gov**	**(907) 465-8431**
Brian Laurent	Data Management Supervisor	brian.laurent@alaska.gov	(907) 465-8418
Kari Quinto	AMP Project Coordinator	kari.quinto@alaska.gov	(907) 465-8436
Grace Gray	ELP Program Manager	grace.gray@alaska.gov	(907) 465-8432
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Aran Felix	Alternate Assessment Program Manager	aran.felix@alaska.gov	(907) 465-8437

INTRODUCTION

District Test Coordinator's Manual

This manual provides guidelines and procedures related to preparation for administration of Alaska Measures of Progress (AMP). This document is not an assessment administration manual. Instructions for administering AMP can be found in the *AMP Test Administration Directions.* For detailed instructions for using the KITE Educator Portal and KITE Client, please refer to the guides available at http://akassessments.org/documentation.

Manual Organization

The *District Test Coordinator's Manual* provides District Test Coordinators with the information needed to prepare for and administer the 2014-2015 Alaska Measures of Progress summative assessment.

The *District Test Coordinator's Manual* is organized into sections that are outlined in the Table of Contents. The manual begins with a description of the AMP assessment and the KITE assessment administration system. The manual outlines participation guidelines for specific special populations and circumstances and includes procedures and policies that will ensure test security and standardized administration.

This manual delineates specific responsibilities and roles before, during, and after the AMP assessment. Following the instructions in this manual will ensure similar assessment conditions in all classrooms. Consistent procedures ensure test validity and reliability. The manual also provides screen shots and links to additional resources.

AMP Overview

The new statewide assessment, AMP, is a custom assessment designed to measure students' progress in and achievement of the Alaska Standards. The purpose of the assessments is to provide information about what students know and are able to do in English language arts and mathematics. The assessment program is designed to:

1. Measure specific indicators within the Alaska State Standards.
2. Provide information for calculating Annual Measureable Objectives (AMOs), the Alaska School Performance Index (ASPI) and school star ratings that are part of Alaska's school accountability system.
3. Report individual student scores along with the student's performance level.
4. Provide subscale and total scores that can be used with local assessment scores to assist in improving a building's or district's ELA and mathematics programs.

Components of the Alaska Measures of Progress (AMP) Assessment Program

Technology Practice Tests

The purpose of the *Technology Practice Tests* is to familiarize students and teachers with the design, format, and procedures for answering different types of items that will be included in the AMP summative assessments. Every school should also use these tests to certify that its local technology configuration can deliver AMP summative tests. Administering the training tests via the secure browser allows schools to determine whether their network and hardware can successfully administer live operational assessments.

Some students may have difficulty with some of the content aligned to higher grades within the grade span of each training test; nevertheless, this should not interfere with students' ability to interact with an item for its intended training purpose. If an item appears to be too difficult, encourage students to experiment with the tools, choose the best answer, and move on to the next item. Training assessment items are not secure and should be used liberally to help students understand how to enter responses, access assessment tools, and navigate through an assessment.

The training assessments do not include an item for each of the Alaska State Standards that will be measured by the operational assessments. The training assessments will NOT provide scores for students and should NOT be used to measure students' content knowledge.

Instructions and guidance for Technology Practice Assessments are available at: http://akassessments.org/tpt. Video tutorials are available at: http://education.alaska.gov/akassessments/#c3gtabs-amp , Item #5.

The usernames and passwords required to access the practice tests are posted on the above website, and listed in Table 2. The practice tests were made available in September 2014.

Table 2. Usernames and Passwords for AMP Testlets and Technology Practice Tests

TEST NAME	USERNAME	PASSWORD
Practice Testlets – General	Username	Password
Elementary school ELA and math (appropriate for grades 3–5)	amp.el	fish4
Middle school ELA and math (appropriate for grades 6–8)	amp.ms	zany9
High school ELA and math (appropriate for grades 9–10)	amp.hs	tree6
Technology Practice Tests – Accessibility Tools	Username	Password
*Elementary school ELA and math (appropriate for grades 3–5)	amp.pnp.el	root8
*Middle school ELA and math (appropriate for grades 6–8)	amp.pnp.ms	hour7
*High school ELA and math (appropriate for grades 9–10)	amp.pnp.hs	lock9

Information on how to select and assign testlets, including a tutorial video, can be found at:
http://akassessments.org/documentation
http://vimeo.com/116387441

Testlets, Assessments for Learning

The formative assessment testlets are short, 8-10 item tests available to teachers to use to inform their instruction. These optional, no-stakes assessment tools are designed to give teachers information on student progress on individual standards. Teachers select which testlets to give to students and when to administer them. Student and teacher rosters must be uploaded into the KITE Educator Portal for teachers to access the Testlets.

The Masking, Text-to-Speech, and Auditory Calming Accessibility Tools are activated on the practice tests marked with an "*". If PNP is activated in the KITE Educator Portal, the Accessibility Tools and accommodations will be active for the testlets.

Summative Assessment

The summative assessment will have two content assessments: English language arts and mathematics.

The summative assessment will be rolled out in two phases. The assessment will be fixed form for the first two years. After two years, Alaska will have enough items to have an adaptive assessment; unlike fixed form assessments, adaptive assessments adjust in difficulty based on student performance. Adaptive assessments provide greater score precision and provide an assessment experience for students that is "a good fit." Items that require keyboarding (constructed response short answer and essay items) and listening items will also be phased in over the next two years.

On the summative assessment, students will receive scores from 1-4, with 1 being the lowest score and 4 being the highest. The score of 3 is the "meets standard" score. Score descriptions, called Achievement Level Descriptors (ALDs), were reviewed by Alaskan educators on September 17, 2014. These revised drafts will be available for teachers in January 2015. Final versions of the ALDs will not be published until after the State Board of Education approves the standard setting cut scores and the ALDs; these will be brought before the board and available for public comment following the July standard setting event.

Summative Assessment Window

The summative assessment administration window for the computer-based AMP is March 30 to May 1, 2015. The summative assessment administration window for the AMP paper/pencil is April 15 to April 24, 2015. The paper/pencil assessment as an accommodation must be administered during the AMP paper/pencil assessment window.

Summative Assessment Structure in 2015

The AMP summative assessment will have 70 questions per content assessment (ELA and mathematics) delivered in four sections. Each assessment will start with a section of 25 items, followed by three sections of 15 items (see Figure 1). Although the assessment is not timed, each content assessment will take most students between two and three hours. There is a hard break between each section of the content assessment; students review and end a section and then log in again with a new ticket. The hard break between assessment sections allows for flexibility in scheduling. For example, one student may complete two sections within an assessment session while another student may complete only one section.

Figure 1. Summative Assessment Structure

English language arts	**Two content assessments**	**Math**
• Reading • Writing • Listening		• Concepts & Procedures • Problem Solving • Communicating & Reasoning • Modeling & Data Analysis

English language arts	Four sections per content assessment	Math
25 Questions		25 Questions
15 Questions	One ticket per section	15 Questions
15 Questions		15 Questions
15 Questions		15 Questions
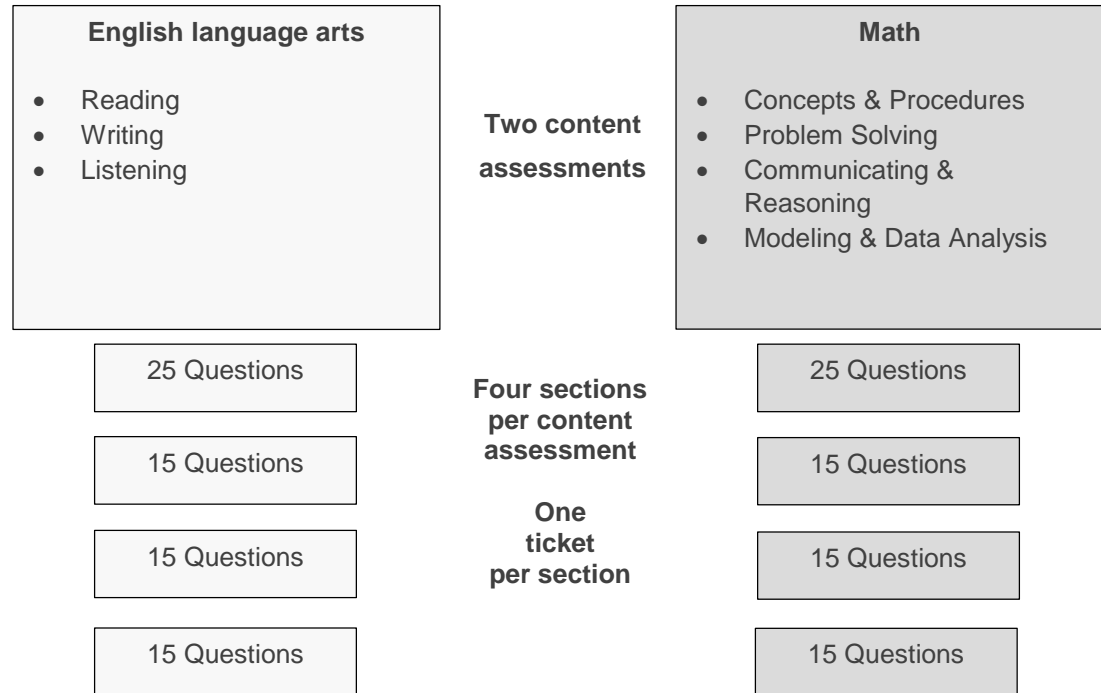
Additional Essential Resources

    o   http://akassessments.org/

Test Administration System

The KITE system will be used to coordinate and deliver the Alaska Measures of Progress (AMP). KITE includes an online KITE Educator Portal and KITE Client assessment software. Districts will regularly access KITE Educator Portal to upload educator and student data, manage user information, and assign students to assessment sessions. Districts will also support installation and educator use of KITE Client for student testing.

KITE Client should be downloaded and installed on school computers and tablets in September. Early installation allows students and educators to access formative testlets and technology practice tests throughout the school year. Access installation links and instructions at http://akassessments.org/kite . KITE documentation is consistently updated, so please check the website regularly for the most current versions of KITE Client and KITE Educator Portal manuals.

The Alaska Department of Education and Early Development (EED) provides districts with user accounts. Log in to KITE Educator Portal with a username and password at https://educator.cete.us. Only district employees may have KITE Educator Portal accounts.

The responsibility of ensuring the installation of KITE is complete on all devices to be used for testing will vary from district to district. Please ensure this responsibility has been assigned and will be monitored throughout the assessment window.

The KITE Client is designed to work on a variety of devices. The complete list of allowable devices is available at http://akassessments.org/.

Technology Complications

Although every effort has been made to ensure that the computer-based assessment will function properly at all sites, it is possible that at some schools there will be circumstances that prevent or interrupt testing.

Districts should put in place technology support plans for each site so that Test Administrators and Building Test Coordinators have information on how to solve common issues and who to call when there are technology failures.

Teachers should have backup plans in place in case students are not able to take the assessment as planned.

As a general rule, students should sit not more than 10-15 minutes at a non-working device. If the technology issue is affecting the entire group in the assessment session, they should return to an instructional activity after 10-15 minutes and the assessment session rescheduled. If the technology issue is affecting only one student, the student should be given an alternate device to complete the assessment. If there is no device available, the student should return to an instructional activity.

District Test Coordinators should call KITE support immediately when students are unable to log in, the KITE Client is not responding, or other significant technology issues. Once the issue is resolved, students should be rescheduled for their assessment section. District Test Coordinators should also call the EED Assessments Administrator to determine next steps. In the case of unresolvable technology failures, EED will ship paper/pencil assessments to the site

Managing Data

Districts are responsible for the initial entry and ongoing maintenance of student, educator, and other data in the KITE system. Districts will compile and upload data files for their district and manage user/educator roles. Alaska Department of Education and Early Development's main point of contact will be the District Test Coordinator. The district personnel responsible for specific duties may be designated by the District Test Coordinator.

User Files

Before using KITE, districts should prepare three files in a CSV (Comma-Separated Values) format for saving spreadsheets, such as those created by Microsoft Excel. After the spreadsheets are saved, they are uploaded using the "Configuration" tab in KITE Educator Portal. The three CSV files are:

- User Template – includes Educators, Technology Directors, Principals, etc.
- Enrollment Template – includes Students
- Roster Template – includes Educator/Student pairings

After the initial upload, districts can edit and add most data in KITE Educator Portal with a new upload or manually in the system. Please be sure to allow enough time to compile and validate all data files.

User Roles

Users uploaded via CSV file are automatically assigned the role of "teacher." However, districts may update the default role as needed for other user roles by selecting each new user in KITE Educator Portal and modifying each account. After roles are assigned, the system will automatically send a KITE Educator Portal account activation email to the new users. The new

users will follow a link in that email to reach the KITE Educator Portal website to set up their passwords. Usernames are the same as the email addresses.

If a user serves more than one school within a district, the district will also be able to add that school to the user's account. If a user serves more than one district, the District Test Coordinator needs to contact the EED AMP Program Coordinator, Kari Quinto at (907) 465-8436 or kari.quinto@alaska.gov.

Students are not considered users in KITE, so they will never access KITE Educator Portal. Students use an application called KITE Client to complete their assessments. Student usernames and passwords are generated by KITE Educator Portal.

Other User Roles

Often, a district will have other users in addition to educators, including building principals, superintendents, Technology Directors (TDs), etc. District Test Coordinators can create user accounts in KITE Educator Portal for these user types at the same time as they create educator accounts, i.e., using the same CSV file. Alternatively, District Test Coordinators can create additional user accounts individually. If a Technology Director needs to be able to add data for their district, the District Test Coordinator will need to contact the EED Data Management Supervisor or call KITE Support (AAI) and work with the help desk to add a district level role.

The process for creating user files and roles is described in the *KITE Educator Portal Manual*, Chapter 3.

Test, Exit, and Clear (TEC) File

Districts will also create and upload a fourth CSV file, called the Test, Exit, and Clear (TEC) file. "Test" is used to assign a student to a summative assessment by subject. "Exit" is used to remove a student from KITE Educator Portal when a student moves out of the district. "Clear" is used to unassign a student from a summative assessment, while keeping the student's enrollment record intact. A "Clear" record is submitted when an assessment is invalidated.

For students requiring paper/pencil assessments or special forms (e.g., Braille, large print, etc.), the TEC file was uploaded and student PNP settings completed by January 5, 2015. For students taking regular, computer-based summative assessments, the TEC file must be uploaded by March 6, 2015.

The process for creating the TEC file is described in the *KITE Educator Portal Manual*, Chapter 3.

Enrollment File

The Enrollment File is the process used to load a district's student information into the KITE system. In most cases, the district will have a system in place to load multiple records into KITE.

The process for loading an Enrollment File is described in the _KITE Educator Portal Manual_, Chapter 3.

Roster File

The Roster File connects students to educators for the purposes of assigning Testlets and completing the Personal Needs Profile. Educators (users) and students must be loaded into Educator Portal before roster files can be created. The process for loading a Roster File is described in the _KITE Educator Portal Manual_, Chapter 4.

Paper/Pencil Administration

For schools or districts approved for the paper/pencil administration of AMP and for students with the paper/pencil administration as an accommodation, refer to Appendix A_, District Test Coordinator's Manual for the Paper/Pencil Administration_, for specific instructions. The manual contains general information related to AMP, information on key events related to administration of the assessments, and the overall administration schedules. It also contains specific instructions for District Test Coordinators including procedures for the receipt and inventory of assessment materials, the distribution of materials to schools and to Test Administrators, and the return of materials. Specific information and instructions for Test Administrators are contained in the _AMP Test Administration Directions_. District Test Coordinators should read this manual thoroughly, and also be familiar with the information provided in the _AMP Test Administration Directions._

ELIGIBILITY AND PARTICIPATION

Assessed Students for 2015

All eligible students must be assessed, including students with disabilities.

Determining a Student's Grade Level for AMP

The grade level at which a student is assessed is based on the student's grade in the district information system on the first day of assessment within the online Alaska Measures of Progress (AMP) window. Student grade level is determined locally. For the 2015 assessment window the date is March 30, 2015.

Participation of Students with Disabilities

Students with Disabilities with an IEP

Students who have been identified as having a disability and who have an Individualized Education Program (IEP) will participate in state assessments. All students are expected to be assessed. Students with an IEP may assessed using one of the following assessment options:

- General assessment with accommodations as appropriate
- Dynamic Learning Maps Alternate Assessment

It is the responsibility of the IEP team to determine which assessment is appropriate for the individual student. Students may not switch between the general assessment and the alternate assessment once the assessment window opens. Guidance for IEP teams on determining the appropriate assessment for a student can be found in the *Participation Guidelines for Alaska Students in State Assessments* and *Handbook to the Participation Guidelines.*

Students with a 504 Plan

Students with a 504 Plan are to be assessed with the general assessment. Accommodations contained in their plan should be applied when taking the test. Allowable accommodations on state assessments can be found in the *Participation Guidelines for Alaska Students in State Assessments* and *Handbook to the Participation Guidelines.*

Participation of English Language Learners

English Language Learners

English language learners (ELLs) with an ELL Plan are to be assessed with the general assessment. Accommodations contained in the student's plan should be provided when administering the assessment.

Assessing Recent Arrivals

- Recent arrivals to the United States are defined as ELL students who have attended any school in the United States for less than one calendar year prior to the date the assessment window opens.
- For the 2014–15 assessment year, ELL students who first attended school in the United States on or after March 30, 2014 are defined as recent arrivals for mathematics and ELA.
- The first date of education in the United States is a data element submitted by the local school or district via the KITE enrollment file.
- If an ELL student first attended school in the United States after March 30, 2014, the student must take the mathematics assessment. The assessment will count only for participation.
- ELL students must take all assessments on grade level. Any student who is assessed off grade level will be counted as "not tested."

Participation of Students with a Transitory Impairment

Students with a Transitory Impairment Plan are to be assessed with the general assessment. Accommodations contained in the student's plan should be provided when administering the assessment.

Assessment in Special Circumstances

All public school students enrolled in an Alaska school in the grades assessed, grades 3-10, must take the AMP assessment unless they qualify for the alternate assessment. Refer to Appendix B*, Requirement to Test Students on Statewide Assessments,* regarding the legal requirements for districts and schools to assess all students.

The following information provides guidance for students in special circumstances.

Chronically Absent Students

Chronically absent refers to students who are enrolled in a school, regardless of whether or not they attend. Districts should make every effort to assess chronically absent students. Under no circumstances should students be dropped from enrollment to avoid assessing a student.

Correspondence Students

Students enrolled in a state-funded correspondence program must be assessed.

Detained or Incarcerated Students

Students who are detained or incarcerated in a regional detention facility or incarcerated in the Department of Corrections (in adult prison) and enrolled in an assessed grade are assessed. The

district responsible for providing educational services at the facility is responsible for administering the assessment. Students enrolled at a facility maintained by the Department of Corrections (in adult prison) may use the paper/pencil administration without an IEP, 504, ELL or Transitory Impairment Plan.

Dropout Students

Dropout students are not assessed as long as the dropout date is recorded in the student information system prior to the start of the assessment window of March 30, 2015. Under no circumstances should a student be dropped from enrollment to avoid assessing a student.

Dually Enrolled Students

In instances where a student is dually enrolled in two schools within a district, both schools must work together to ensure the student is assessed. The system will not allow the student to retake a test section that has already been completed.

In instances where a student is dually enrolled in two districts, the district with the highest percentage of enrollment should assess the student.

In instances where the student is dually enrolled in two districts for equal amounts of instructional time (50/50), the district where the student takes his/her language arts instruction should assess the student.

The district responsible for entering individual Personal Needs Profiles (PNP):

- The district with the highest percentage of enrollment
- The district providing language arts instruction for students dually enrolled for equal amounts of instructional time (50/50)

Expelled Students

Districts should make every effort to assess an expelled student receiving educational services from the district. If the expelled student has refused educational services from the district, the student does not need to be assessed.

Foreign Exchange Students

Enrolled foreign exchange students must be assessed like all other students.

Gifted Students

Gifted students are to be assessed with the general assessment at the grade level in which they are enrolled.

Online Students

Students enrolled in a public school district and participating in an online program must be assessed.

Part-time Students

Students who are enrolled part-time must be assessed. This includes students enrolled at 0.25 FTE. Refer to the FAQs for more detail.

Private School Students

Private school students are not assessed unless they are dually enrolled in an Alaska public school.

Retained Students

Students in grades 3-10 must be assessed for AMP at the grade level in which the student is currently enrolled, as determined by the district. For example, if a student is enrolled as a 7th grader on the first day of the assessment window, he/she must take the 7th grade AMP even if he/she took the 7th grade SBA the previous school year.

Students with Illnesses/Health Issues

For students who are enrolled in a school but are not physically able to attend classes due to an illness or accident, the school may assess the student in his/her home, hospital, or care and treatment facility. The following conditions must also be met: the technology is available to support the assessment, trained Test Administrators are available to administer the assessment, and proper security procedures are in place. For questions regarding proper security procedures, contact Alaska Department of Education and Early Development (EED).

Students with Unexpected Severe Medical Conditions

A district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment described in 4 AAC 06.737 if an unexpected severe medical condition prevents the student from participating in the administration of the assessment. Any questions regarding this provision should be directed to EED. Students not assessed under this regulation must have their reason for not testing (Medical Waiver) recorded in the test management section of the KITE Educator Portal.

Suspended Students

Districts should make every effort to assess suspended students unless the student poses a safety threat. Whether the student is a safety threat is a local district decision. An alternative assessment center or date within the assessment window can be arranged.

Students Enrolling or Moving During the Assessment Window

All students enrolled on the first day of the AMP online assessment window must be assessed. It is considered unethical to delay enrollment of any student until after the assessment window closes because of the assessment.

When a student moves to an Alaska school in the <u>same</u> district during the assessment window

- The student needs to complete the assessment sections at the new school that he/she has not yet completed. Refer to Figure 2. More information can be found in the *KITE Educator Portal Manual*, Chapter 7.

Figure 2. Enrolling or Moving During Assessment Window

7.10

Monitoring a Summative Test

You can monitor a test session if at least one student on the roster has started taking the test. To monitor a test session, perform the following steps.

1. Log in to Educator Portal.
2. Click the Test Management menu.

| Home | Test Management | Reports | Professional Development | Configuration | Site Map |

3. Click the Test Coordination tab.

| Test Coordination | Test Management | Instructional Tools |

> Hint: If you see drop downs above the list of tests, make the necessary selections and click Search.

4. In the Test Session Name column, click the name of the test you want to monitor.
5. Click the Monitor tab.

| Students | Monitor | |

6. Review the information on the screen.

	Name	Status	Section 1:1	Section 2:1	Section 3:1
☐		Complete	■	■	○
☐		Complete	■	■	■
☐		Complete	■	■	■

Page 1 of 1 10 View 1 - 3 of 3

■ - Answered, ○ - Unanswered, ** - Not Available

Note: The green squares indicate that the student has completed the section. Red circles indicate the student has not completed the section.

When a student moves to an Alaska school in a <u>different</u> district during the assessment window

- The student needs to complete the assessment sections in the new district that he/she has not yet completed.

When a <u>student enrolls in an Alaska district after the first day of the assessment window</u>

- The student should be assessed if time permits.

There are two methods to enter a student into KITE Educator Portal, enrollment upload or manually. Both processes are detailed in the *KITE Educator Portal Manual*, Chapter 3.

Figure 3. Enrolling in an Alaska School District after the Assessment Window Opens - Manually
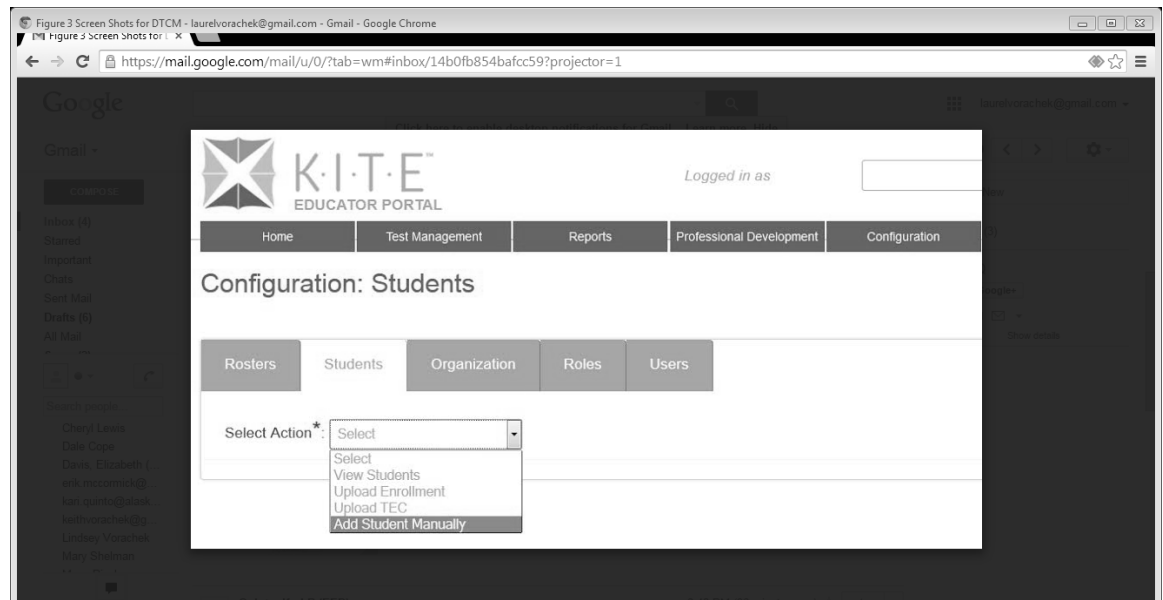
Figure 4. Enrolling a Student in an Alaska District after the Assessment Window Opens - Enrollment Upload
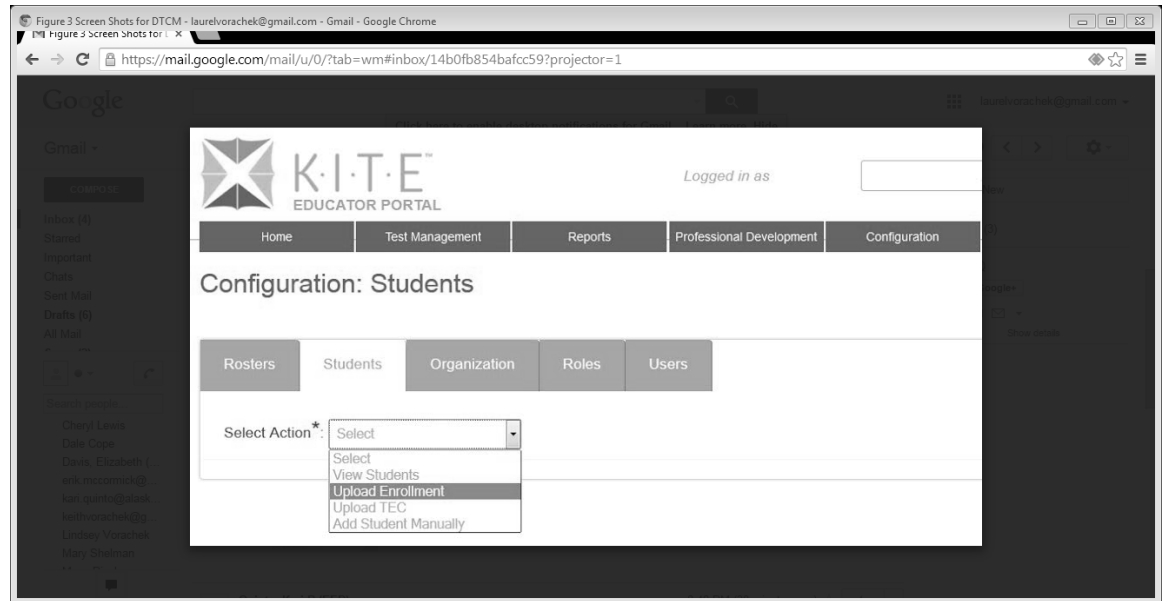
When a student <u>moves out of district or out of state</u> during assessment

- Schools must exit any student who stops attending the school by submitting an Exit record in the Test, Exit, Clear (TEC) file.

- Students should be exited as soon as possible when membership ends. If a student is gone for an extended period of time, it is the discretion of the school and district to determine at what point an Exit record is submitted. This decision is based on enrollment guidelines within the district and not because of testing.

- If a student is exited and returns, a new enrollment record and test assignment via the TEC file are required.

- If an Exit record was accidentally submitted for a student who did not actually leave, a new enrolment record and test assignment via the TEC file are required.

- Detailed information on creating a TEC file as well as the exit reason field is found in the *KITE Educator Portal Manual,* Chapter 3.

For more information about assessment results and Alaska school accountability contact the EED Data Management Supervisor.

STUDENT SUPPORTS FOR ALASKA MEASURES OF PROGRESS (AMP)

All District Test Coordinators, Building Test Coordinators and Special Education staff are required to read the *Participation Guidelines for Alaska Students in State Assessments* and the *Handbook to the Participation Guidelines.*

Universal Tools

Universal Tools are supports or preferences that are available to all students taking the AMP computer-based assessment or paper/pencil assessment. Universal Tools are available at all times and their use is based on student choice, need, and preference. Some Universal Tools for the AMP assessments, such as highlighter or calculator, are embedded in the computer-based assessment system; others such as scratch paper are outside of the computer- based assessment system. Teachers do not need to activate Universal Tools; they are automatically available to the student. The Universal Tools do not alter the test construct (what the assessment is measuring) or change the reliability or validity of the assessment. Universal Tools do not change score interpretation. Similarly, Universal Tools require no additional test security measures.

- Refer to Table 3 for Universal Tools for AMP computer-based assessment.
- Refer to Table 4 for Universal Tools for AMP paper/pencil test administration.

Table 3. Universal Tools for AMP Computer-Based Assessment

Universal Tools	
Available to all students Embedded within the assessment system and/or provided by Test Administrator	
UNIVERSAL TOOL	**TOOL DESCRIPTION**
Highlighter	Allows students to select text on the screen and highlight the selected text with a yellow background.
Striker	Allows students to place a line through an answer choice that is not desired.
Eraser	Removes highlighting and striker marks from screen.
Tags	Allows students to place small graphics in reading passages to mark important parts such as the main idea, supporting details and key words.
Guide line	When selected, follows the student's pointer and lightly highlights the text of a reading passage line by line.
Search tool	Allows student to enter search terms. Matching words are highlighted in orange.
Calculator	Available only for selected items. Grades 6-10.
Graphing Calculator	Allows students to graph functions. Available only for selected items. Grades 9-10.
Scientific Calculator	Available only for selected items. Grades 6-8.
Mathematical formulas	Formulas will be embedded in the assessment item if the skill being measured is the application of the formula. *Math reference sheets are not allowed.*
Whole screen magnification (not available for 2015 assessment)	Students can enlarge text on screen.
Text-to-Speech for assessment directions	Allows students to start, stop or replay computer synthesized audio of the text associated with the directions.
Provided by Test Administrator:	
Graph paper or scratch paper	Graph paper or scratch paper must be securely destroyed after assessment session.
A device to screen out extraneous sounds	Students may wear headphones that block sound for the assessment (this does not include music devices).
Clarification of technology directions	Students may request clarification of technology directions; guidance provided in the AMP Test Administration Directions.

Table 4. Universal Tools for AMP Paper/Pencil Test Administration
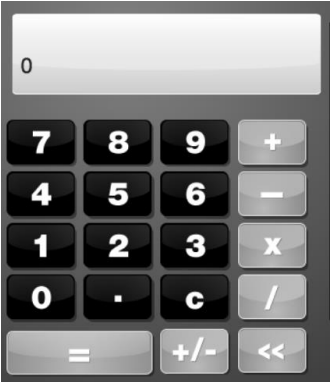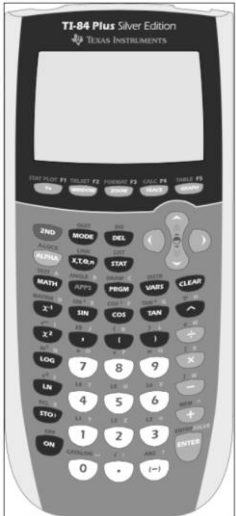
Universal Tools	
Available to all students Provided by Test Administrator	
UNIVERSAL TOOL	**TOOL DESCRIPTIONS**
Highlighter	Students may use a highlighter to highlight desired assessment items or selections; if a highlighter is used in student test booklet, answers may need to be transcribed into a clean test booklet in order to be properly scored.
Visual magnification	Students may use devices that magnify text such as a magnifying glass.
Graph paper or scratch paper	Scratch or graph paper must be securely destroyed after assessment session.
Masking portions of the assessment to direct attention to uncovered items	Students may use blank paper or other unmarked device to mask portions of the assessment to help them focus on one item at a time.
Place markers	Students may use a device, such as an unmarked ruler to help track assessment items.
Tape or magnets to secure papers to work area	Students may use devices to secure papers to work area; care must be taken to not damage the paper for scanning and scoring.
Headphones to screen out extraneous sounds	Students may wear noise blocking headphones for the assessment (this does not include music devices).
Calculator	Available only for selected sections of assessment; see Figure 5 for further information.

Calculator Usage for the AMP Computer-Based Assessment

Alaska mathematics standards were developed with a strong focus on building foundational skills and fluency in arithmetic, specifically in Kindergarten through grade 5. Arithmetic is a foundational skill that requires fluency as well as building conceptual richness, which is a precursor for algebraic concepts. The standards were developed to have students gain a deeper understanding of mathematics and to use a variety of strategies to come to mathematical solutions. Thus, working with numbers by hand was purposeful in the design of the standards for the formative grades. Based on this information, calculators are not allowable for grades 3, 4, and 5 on the AMP assessment.

Older students may have access to three different calculators as Universal Tools within the KITE test engine. The specific type of calculator depends on grade level and is shown in the table below. Calculators are allowable in grades 6–10 on Sections 1–3 only. Students will not have access to a calculator in the online tool bar for Section 4.

Figure 5. Calculator Usage by Grade Level for the AMP Assessment

	Basic	Scientific	Graphing
Grades 3, 4, and 5			
Grades 6, 7, and 8	Available	Available	
Grades 9 and 10	Available		Available
BASIC (FOUR FUNCTION)	**SCIENTIFIC (TI-30XS Emulator)**	**GRAPHING (TI-84 Emulator)**

Additional Guidelines for the Paper/Pencil AMP Assessment

For the paper/pencil AMP assessment, students have access to the same calculators as they do in the computer-based assessment. The calculators for the paper/pencil AMP assessment are provided by the Test Administrator. The paper/pencil test booklet indicates on each page of Section 4 that a calculator may not be used in that section.

Accessibility Tools

Accessibility tools are supports that are available to **all students with a documented need** taking the AMP computer-based assessment. This documented need does **not** have to be an IEP, 504 or ELL Plan. A documented need may be existing documentation in the school, such as the additional reading support provided to a student who is reading below grade level. Accessibility Tools do not alter the test construct or change the reliability or validity of the assessment. Accessibility Tools do not change score interpretation. Similarly, Accessibility Tools require no additional test security measures. Accessibility Tools for the AMP computer-based

assessment must be activated for an individual student through the Personal Needs Profile (PNP) process.

- Refer to Table 5 for the Accessibility Tools for the AMP computer-based assessment.
- Refer to Table 6 for the Accessibility Tools for linguistic support for ELLs.
- Accessibility Tools are not available for the AMP paper/pencil administration because they are specific to the computer-based assessment.
- Districts determine what defines "need" for students based on local practices. Districts should have consistent application of these rules across schools and for all students.

Table 5. Accessibility Tools for AMP Computer-Based Assessment

AMP Accessibility Tools	
For students with a documented need Activated by an educator within the Personal Needs Profile	
ACCESSIBILITY TOOL	**TOOL DESCRIPTION**
Auditory calming	Provides relaxing, peaceful music that can play while taking the assessment. Students select music track.
Magnification - default (Not available for the 2015 assessment)	The PNP default for magnification can be set to x2, depending on student need. This setting enlarges all text automatically.
Masking portions of the assessment to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks.
Text-to-Speech for Math: Embedded directions Math items Graphics	Allows students to start, stop or replay computer audio of the text associated with the content on the screen for math. Not for ELA items.

For guidance on the use of accessibility tools and determining documented need refer to the *Handbook for the Participation Guidelines*: *How to Select, Administer and Evaluate the Use of Student Supports.*

Table 6. Accessibility Tools for ELLs for AMP Computer-Based Assessments

Accessibility Tools for ELLs	
Linguistic support for English Language Learners Documented in the LEP student file	
ACCESSIBILITY TOOL	**DESCRIPTION** **Requires educator to activate using the Personal Needs Profile**
Text-to-Speech for computer-based AMP math assessment. • Questions • Answer choices • Directions • Embedded directions	Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. Not allowed: • Read aloud by proctor
Masking portions of the assessment to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks.

OVERVIEW OF ACCOMMODATIONS

Accommodations are practices and procedures that provide equitable access to grade level content during instruction and assessment without altering the validity of the assessment, score interpretation, reliability or security of the assessment. Accommodations must be made available to students with disabilities on an IEP or 504 Plan, students with transitory impairments, and ELL students as documented in student files.

All accommodations must be documented in the student's IEP, 504, ELL, or Transitory Impairment Plan. This is true for those accommodations which are Universal Tools in a computer-based assessment and provided to all students. Documenting the student's need for accommodations ensures it will be provided in both instruction and all assessments.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing spell check for classroom assignments is appropriate; providing spell check on an English language arts (ELA) standardized assessment would change what the assessment items are measuring and would compromise the validity of the assessment. Refer to the *Alaska Participation Guidelines for Alaska Students in State Assessments* and the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment*.

Students with disabilities are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504.

English language learner (ELL), also referred to as a Limited English Proficient (LEP) student: is an individual whose first language is not English or an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

Students with a transitory impairment are not regarded as individuals with disabilities if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six months or less (e.g., student who has a broken arm and can have a scribe). On a case-by-case basis, where appropriate documentation exists, students identified with a transitory impairment may receive assessment accommodations.

All embedded accommodations and accessibility tools must be recorded in a student's Personal Needs Profile (PNP) in the KITE Educator Portal.

Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities, English language learners, and students with transitory impairments. Accommodations **must** be made available as documented in student plans.

- Refer to Table 7 for accommodations embedded in the computer-based assessment. Embedded accommodations in the computer-based assessment must be activated for an individual student through the PNP process.
- Refer to Table 8 for accommodations not embedded in the computer-based assessment. These accommodations are provided by the Test Administrator and do not require activation through the PNP process.
- Refer to Table 9 for accommodations for AMP paper/pencil administration. These accommodations are provided by the Test Administrator and do not require activation through the PNP process.
- Refer to Table 10 for accommodations for ELL students.
- Refer to Table 11 for Text-to Speech and Read Aloud for ELL students for content assessments.

Table 7. Embedded Accommodations for AMP Computer-Based Assessment

Accommodations	
For students with disabilities, as documented in an IEP or 504 Plan Embedded in the computer-based assessment; activated by an educator with the Personal Needs Profile	
ACCOMMODATION	**ACCOMMODATION DESCRIPTION**
Text-to-Speech for English language arts items • Embedded directions • Items (questions only, not passages) • Answer choices	Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. Does not read the passages associated with the items. Note: only available to students who <u>regularly</u> receive read aloud as part of a <u>successful</u> instructional strategy.
Braille edition provided by test contractor	The test engine is designed to interface with assistive technology such as Braille Writers.
One and two switch scanning	An assistive technology device used to respond to assessment items.
Overlay color	Changes the background color of the assessment. The default color is white; the color choices are blue, yellow, gray, red, or green.
Invert color choice	Changes the background color to black with white coloring.
Contrast color	Changes the background and text color to one of four preset choices.
Common instructional supports not allowed as accommodations for the AMP	

assessments
Mathematics reference sheets
Calculators on all sections of the assessment.
Reading aloud the reading passages
Spell check

The accommodations in Table 8 are provided by the Test Administrator. This is **not** an exhaustive list of the allowable accommodations for students with disabilities for content assessments.

Table 8. Non-embedded Accommodations for the AMP Computer-Based Assessment

Accommodations	
For students with disabilities, as documented in an IEP or 504 Plan Not embedded in the computer-based assessment; provided by Test Administrator	
ACCOMMODATION	**ACCOMMODATION DESCRIPTION OR USE**
Individual or small group assessment administration in a separate location	Students who need additional assistance that may be disruptive to others must take the assessment in a separate location. Note: Many accommodations that require a small group or individually administered assessment when using a paper/pencil assessment may be provided successfully in the standard assessment group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student's needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for the assessment.
Using a specific Test Administrator	For students who need a familiar Test Administrator.
Clarification of embedded assessment directions: • student requests clarification • student restates directions	Test Administrator provides accommodation; separate location for testing recommended if disruptive to others.
Alternative responses: • oral response • signing • pointing • recorded response	Scribe will enter student responses verbatim into the test engine.

Use of math manipulatives	Student use of physical objects for math items. See guidance for list of allowable and non-allowable.
Signing to student: • directions • embedded directions • math items • ELA items and answer choices	Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. Reading passages may not be signed to the student. This invalidates the assessment.
Use of adaptive devices, equipment and furniture.	Some adaptive devices may require individual assessment administration as well as a scribe to type responses verbatim into the test engine.

Table 9. Accommodations for AMP Paper/Pencil Administration

Accommodations	
For students with disabilities, as documented in an IEP or 504 Plan Provided by Test Administrator	
ACCOMMODATION	**ACCOMMODATION DESCRIPTION OR USE**
Administering the assessment individually or in a small group in a separate location	Students who need individual or group assessment administration should take the assessment in a separate location.
Using a specific Test Administrator	For students who need a familiar Test Administrator.
Frequent breaks or additional time	For students who need frequent breaks.
Reading and re-reading, if requested, directions and embedded directions	Individual or small group assessment administration; reading done by Test Administrator.
Clarification of assessment directions: • student requests clarification • student restates directions	Test Administrator can provide clarification of assessment directions (this does not apply to assessment items or answer choices)
Signing to student: • directions • embedded directions • math items • ELA questions and answer choices	Interpreters must sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. Signing of reading passages would be a modification and is not allowed.
Use Braille edition provided by test contractor	The test contractor will provide a paper Braille assessment by special order.
Use of large print form	The test contractor will provide a large print form by special order.

ACCOMMODATIONS

Accommodations	
For students with disabilities, as documented in an IEP or 504 Plan Provided by Test Administrator	
Use of adaptive devices, equipment or furniture	Some adaptive devices may require a scribe to transcribe student responses verbatim into the test booklet.
Audio CD or read aloud for math or ELA assessment items and answer choices	Use of test contractor audio CD required the student's IEP requires read aloud by Test Administrator. Includes assessment items and answer choices. Reading of reading passages is not allowed.
Allowing alternative responses: • oral response • signing • pointing • recorded response • use of word processor	A scribe may type student responses verbatim into the test engine or test booklet. Use of a word processor must have other programs disabled and spelling, grammar check and other features turned off.
Allow student to mark in test booklet	Student may strike out unwanted choices, make notes etc. A scribe may be needed to transcribe answers into a clean test booklet.
Use of math manipulatives	Students may use physical objects for math items as defined in guidance.
Use of a special pen or non-#2 pencil	This requires a scribe to transcribe responses verbatim into test booklet.
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.
Provide detailed monitoring to ensure student marks responses in correct answer area	Test Administrator monitors student responses – individually or in small group.
Provide student with additional room for writing responses	This may require a scribe to transcribe responses verbatim into test booklet.
Use of graphic organizers	Student can create items such as basic flow charts and story webs that do not contain text.

Table 10. Accommodations for ELLs for Content Assessments

Accommodations for ELLs	
Documented in the LEP student file	
ACCOMMODATION	**DESCRIPTION OR USE**
Administering the assessment individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the assessment in a separate location. Note: Many accommodations that require a small group or individually administered assessment when using a paper/pencil assessment may be provided successfully in the standard assessment group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student's needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for the assessment.
Use of a specific Test Administrator	For students who need a familiar Test Administrator
In English or the native language provide written version of written/oral assessment directions	Written version of assessment directions must be verbatim of what is provided in the *AMP Test Administration Directions.*
Read aloud and/or repeat written and/or oral assessment directions, including embedded directions, in English or the native language	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.
Clarify assessment directions in English or the native language: • student requests clarification • student restates directions	Clarification should not provide additional directions or examples.
Provide a commercial word-to-word bilingual dictionary	Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed.
Provide the native language word for an unknown word in an assessment item when requested by student	Translation should not include additional words, ideas or examples. Not allowed for reading passages.
Allow the student to respond orally to constructed response items in English for math, and/or science items	Requires a scribe to transcribe verbatim into the test engine or test booklet. Not allowed for English language arts items.
Note: ELL students with disabilities may be given ELL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.	

Table 11. Text-to-Speech and Read Aloud for ELLs for Content Assessments

Accommodations for ELLs	
Documented in the LEP student file	
ACCOMMODATION	**DESCRIPTION**
Computer-Based AMP	
Text-to-Speech for AMP English language arts assessment • Questions • Answer choices • Embedded directions	Allows students to start, stop, or replay computer audio of the text associated with some of the content on the screen. Does not read the passages associated with the items.
Paper/Pencil AMP	
Audio CD or read aloud for AMP English language arts assessment • Questions • Answer choices • Embedded directions	Use of test contractor audio CD required unless specified 'read aloud' by Test Administrator as justified in ELL Plan. Read aloud only assessment items and answer choices. Reading of passages would be a modification and is not allowed.
Audio CD or read aloud for AMP math assessment • Questions • Answer choices • Embedded directions	Use of test contractor audio CD required unless specified 'read aloud' by Test Administrator as justified in ELL Plan. Read aloud only assessment items and answer choices.

Additional Accommodations

The accommodations tables are not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Refer to the *Participation Guidelines for Alaska Students* and the *Handbook to the Participation Guidelines* for the following:

- Additional accommodations allowed for the AMP Computer-Based Assessment
- Additional accommodations allowed for the AMP Paper/Pencil Administration
- Procedures for determining whether an adaption not found in the accommodations tables is an accommodation or modification

Modifications

Modifications refer to practices that change, lower, or reduce learning expectations. While modifications may be appropriate for instruction, they are not allowed for assessments. Modifications will invalidate an assessment. Modifications change what the assessment is measuring and/or give the student an unfair advantage.

Table 12. Comparison of Accommodations and Modifications for the AMP Assessment

Accommodation	Modification (Not Allowed for Assessments)
Read aloud math content assessment	Read aloud ELA reading passages
Clarification of assessment directions	Clarification of assessment items

The following are additional examples of modifications that are not allowed for the assessment. This is not an exhaustive list of modifications.

- Paraphrasing assessment items
- Use of spell or grammar check
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELLs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets
- Use of a calculator on items where it is not permitted
- Test Administrators providing synonyms for unknown words

GUIDANCE FOR SPECIFIC ACCOMMODATIONS

Paper/Pencil Accommodation

Students may take a paper/pencil assessment if they are physically unable to use a computer. This will be a very small percentage of students and documentation is required.

Questions to ask about the child when considering a paper/pencil accommodation:

- Has the student used the computer for other assessments?
- Does the student have barriers to using the computer in individual or group instructional settings that require alternative assignments when the class is using the computer?
- Is the paper/pencil accommodation regularly used in the classroom for both instructional materials and assessments?

A student's need for the paper/pencil accommodation must be documented on one of the following plans: IEP, 504, ELL, or Transitory Impairment.

Paper/pencil assessments must be ordered through the TEC file upload process and PNP settings (both are required for paper/pencil as an accommodation).

- Input P for paper/pencil in the TEC file.
- In the PNP, go to the "Other Supports" tab and under "Supports Provided by Alternate Form" select "Alternate Form – Paper and Pencil."

Braille and Large Print Accommodation

Braille and large print editions of the Alaska Measures of Progress (AMP) are available for any students who require them. Special accommodations may be necessary when administering the assessment to these students. Please check the student's IEP, 504, or ELL Plan for special accommodations that may be needed. In addition, please refer to the *AMP Test Administration Directions* included in the shipment of materials.

Braille and large print test forms must be ordered via the TEC file upload process and PNP settings in KITE Educator Portal; both are required for Braille or large print as accommodations.

- For Braille:
  - In the TEC file, input P for paper/pencil for the test type.
  - In the PNP, go to the "Language and Braille" tab and select "Braille".
- For large print:
  - In the TEC file, input P for paper/pencil for the test type.
  - In the PNP, go to the "Other Supports" tab and under the options for "Supports Provided by Alternate Form," select "Alternate Form – Large Print Booklet".

Braille and large print forms will be sent directly to the District Test Coordinator from Questar Assessment Incorporated in the form of a kit. Each kit will contain:

1. Braille or large print test booklet
2. Standard test booklet
3. *AMP Test Administration Directions*

Students will mark their answer choices in the Braille or large print test booklet. Answers will then be transcribed by trained district employees into the standard test booklet that came with the large print or Braille kit. The transcriber/scribe must sign and date the inside cover of the standard test booklet when transcription is complete. See Scribing and Transcribing sections for additional information.

Text-to-Speech (TTS)

The TTS accommodation is for a student who needs the entire assessment (except the ELA passages) read aloud. A student who needs a TTS accommodation is one whose ability to convey knowledge of the subject/content area is **severely limited by his/her inability to read the assessment materials.** The student cannot or would not be successful in the classroom without the read-aloud accommodation. To use the TTS accommodation on the state assessment, **the student must have the read-aloud accommodation provided in the classroom on a regular basis** (i.e., as an on-going practice for both classroom instruction and classroom assessments/tests). Neither ELLs nor students who receive Title I or special education services automatically qualify for the TTS accommodation.

- The TTS for the math content assessment is an AMP Accessibility Tool available to **all students with a documented need** taking the AMP computer-based assessment. It requires activation for an individual student through the PNP process.
- The TTS for ELA is an accommodation for students with disabilities or ELLs as documented in students' plans. The TTS for ELA allows students to start, stop, or replay computer audio of the text associated with some of the content on the screen. The TTS does not read the passages associated with the items. This accommodation requires activation for an individual student through the PNP process.

Important: Device audio volume should be set prior to launching KITE Client. To adjust the volume, the student will need to access the device control.

Figure 6. Screenshot for Selecting Audio Support for AMP

Use of Audio CD on Paper/Pencil Assessment

The audio CD accommodation is for a student who needs the entire assessment (except the ELA passages) read aloud. A student who needs an audio CD accommodation is one whose ability to convey knowledge of the subject/content area is **severely limited by his/her inability to read the assessment materials.** The student cannot or would not be successful in the classroom

without the read-aloud accommodation. To use the audio CD accommodation on the state assessment, **the student must have the read-aloud accommodation provided in the classroom on a regular basis** (i.e., as an on-going practice for both classroom instruction and classroom assessments/tests). Neither ELLs nor students who receive Title I or special education services automatically qualify for the audio CD accommodation.

On the paper/pencil assessment, the use of the audio CD is considered an accommodation for both mathematics and ELA.

It is the local district's responsibility to define "severely" and to quantify on a "regular" basis for classroom instruction and assessments/tests. Tools for determining need and resources available may be selected by individual districts. However, the general expectation is that students will be more than one year below grade in reading and that the accommodation is being systematically applied at least 50% of the time on classroom assignments and 100% of the time on classroom assessments contributing to classroom grades.

Scribes

A scribe is a qualified person who writes down what a student dictates by using an assistive communication device, pointing, communication by the student via interpretation/transliteration (i.e., American Sign Language, signed English, cued speech), or speech.

Qualifications for the Scribe

The scribe must be an employee of the school district.

The scribe must sign a Test Security Agreement.

It is preferable for the scribe to be a familiar person, such as the teacher or the paraprofessional who is typically responsible for scribing during regular instruction. If it is a new scribe to the student, give them time to work together during instruction prior to the assessment day.

For students who are deaf, the scribe must be fluent in American Sign Language (ASL) and/or signed English.

Process for Scribe Accommodation

A scribe accommodator may only administer the scribe accommodation to one student at a time during an assessment session. This accommodation must be administered so that other students are not able to hear the accommodated student's response.

Before the administration of the assessment, the assigned Building Test Coordinator should provide the scribe a copy of the *AMP Test Administration Directions* so the scribe can become familiar with the directions and format of the assessment.

The scribe may hand write or type to record the student's work. For computer-based assessments, the scribe must enter student responses directly into the computer-based assessment.

On the assessment, the student will dictate sentences or paragraphs in the same manner used during instruction. The scribe should have the student proofread the dictation and the scribe may also read it aloud at student request. The student may dictate changes to the scribe, and the scribe will make those changes exactly as dictated by the student. Students may proofread to add punctuation and may change any capitalization or spelling they wish, even if it is incorrect.

The scribe may not question or correct student choices.

The scribe may ask the student to restate (or sign) words or parts, as needed.

The student is responsible for punctuation and may indicate punctuation in several ways.

> 1. The student may punctuate as he/she dictates. For example, when stating the sentence "The dog ran", the student will say, "The dog ran period."

> 2. The student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.

The scribe can automatically capitalize in these cases:

> 1. The scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran period. The cat jumped period." The scribe would write, "The cat ran. The cat jumped."

> 2. The first word in any paragraph

The student must specify capitalization in these cases:

> 1. The first letter in the beginning of a sentence, if the student has not indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran the cat jumped."

> 2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

The scribe must produce legible text.

The scribe session may be recorded for accuracy.

Additional Parameters

The following are a list of acceptable parameters:

> 1. The scribe may ask "Are you finished?" or "Is there anything you want to insert or delete?"

> 2. The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" In this case the scribe can indicate "no".

The following are **unacceptable** parameters:

> 1. The scribe cannot give the student specific directions (e.g., "First, set the equations equal to one another" or "Make sure that the equation is set equal to zero").

> 2. The scribe cannot tell the student if his/her answer is correct or incorrect.

> 3. The scribe cannot answer questions related to the content posed by the student (e.g., "Is this the right way to set up the problem?" or "Can you tell me what this word means?").

> 4. The scribe cannot alert the student to mistakes made during the assessment.

> 5. The scribe cannot prompt the student in any way that would result in a better response or essay.

> 6. The scribe cannot influence the student's response in any way.

Special consideration when scribing for a student using ASL or cued speech:

When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.

The scribe will make conceptual translations from ASL to English.

The scribe will write exactly what is said. Probing or clarifying questions are not allowed. Classifiers are permitted for students using ASL. Classifiers give descriptive information about a noun or verb such as: location, kind of action, size, shape and manner.

The scribe must sign and date the inside cover of the standard test booklet when the content assessment is complete. For clarification please contact the Alaska Department of Education and Early Development (EED) Assessment Administrator.

Transcribing

Transcribing is the process of moving the student's assessment responses to another medium by a trained district employee. Assessment situations that require transcribing include the following:

- Moving student's responses from the large print test booklet to the standard test booklet.
- Moving student's responses from a damaged test booklet that cannot be scored to a standard test booklet.
- Moving student's responses from his/her assigned test booklet to a standard test booklet because of writing in the scoring area.

Qualifications for Transcribing

The district employee must be trained prior to transcribing.

The employ must sign the Test Security Agreement.

Procedures for Transcribing

The assessment is transcribed exactly as the student answered the assessment items.

The district employee signs and dates the insider cover of the standard test booklet when transcription is complete. If the transcription is from a paper/pencil booklet to the computer-based assessment, document locally the date of the transcription, name of student, and name of transcriber.

PERSONAL NEEDS PROFILES (PNP)

The Alaska Measures of Progress (AMP) test engine uses a Personal Needs Profile (PNP) to control the Accessibility Tools and embedded accommodations provided to the student. Accessibility Tools and embedded accommodations, unlike Universal Tools, are only available for students to use when activated by an educator via the PNP prior to administering the assessment.

If a situation arises where the PNP needs to be edited after the student has started the assessment, the following applies:

- All changes must take place following local processes on PNPs.
- Any changes regarding the activating or inactivating of Text-to-Speech (TTS) requires waiting until the next day so KITE Educator Portal is updated and the student can resume testing. In this situation a new test ticket will need to be printed for the student.
- Any changes to other tools activated by the PNP require the student to log out and log back in using the same ticket.

If a student started a section of the assessment and the Test Administrator realized the PNP was not set correctly, the following applies:

- If the student answered five or more items, the student should complete the section of the assessment. After the section is completed, the PNP can be corrected and the student can continue with the next section. The test irregularity should be documented.
- If the student answered less than five items, the student should log out of the assessment and restart once the PNP has been corrected.
- If the error in the PNP is discovered after one or more sections have been completed, those sections may NOT be reactivated for the student to return to. The test irregularity should be documented.

It is a local decision to determine who (teacher, special education teacher, Building Test Coordinator, etc.) will complete the PNP for students. The following roles have permission in the KITE Educator Portal to edit PNPs: District Test Coordinator, Building Test Coordinator, District User, Builder User, and Teacher. Students must be rostered to the Building User or Teacher for access to edit the PNP.

The PNP is completed using the information in the existing IEP, ELL, 504, or Transitory Impairment Plan or documented student need. The educator assigned the role by the district or school for completing the PNP utilizes the KITE Educator Portal of the AMP Assessment System to select the appropriate tools to activate for the student. The PNP is unique to each student, providing an individualized assessment experience that ensures that the student is able to access the content being measured.

If a student transfers schools or districts, the PNP is linked to the student's assessment record, based on the Alaska Student Identifier, and "follows" the student. It can be accessed by the educators at the new school once that student is enrolled. Educators at the new school do not need to open the PNP again unless they need to make changes.

Activating Accessibility Tools and Accommodations in the KITE Test Engine

Accessibility Tools and accommodations within the PNP are listed in four categories:

- Display Enhancements
- Language and Braille
- Audio and Environment Support
- Other Supports

The following screen shots show the options in the PNP:

Figure 7. Screenshot of Display Enhancements

Figure 8. Screenshot for Language and Braille Accommodations
(Note: greyed out options are not available on AMP)

Figure 9. Screenshot for Audio and Environment Support
(Note: greyed out options are not available on AMP)

Figure 10. Screenshot for Other Supports
(Note: these are non-embedded, Test Administrator provided supports)

The process for entering information into a student's PNP is described in the following documents and tutorials:

- *KITE Educator Portal Manual*, Chapter 3
- PNP Video Tutorial

SCHEDULING

Requirements

Within the state's five-week window, the District Test Coordinator and Superintendent are responsible for establishing the individual district's assessment schedule.

All assessment sessions (including makeups, and administrations with accommodations) must be administered during the established five-week assessment window.

There is no requirement about the order that the content areas are assessed. It is the responsibility of the school or district to determine the specific schedule. It is allowable to assess multiple grades in the same assessment session and room.

Scheduling Summative Assessment Sections

Each student will take two content assessments, English language arts (ELA) and mathematics, with 70 questions per content area. Each assessment will start with a section of 25 items, followed by three sections of 15 items. The sections may be administered over multiple assessment sittings, or "sessions". Although the assessment is not timed, each content assessment will take most students between two and three hours. This estimated time is for scheduling purposes; students should be allowed the time they need to complete the assessment.

Given the variety of conditions at each school, it is not possible to provide one ideal assessment schedule that can be implemented in every setting. In planning the assessment schedule, consider the facilities and daily schedules of the school as well as the ability to conduct the assessments in a manner that will encourage and allow for student success.

Below are the estimated times it will take most students to complete the Alaska Measures of Progress (AMP). When developing an assessment schedule, use the estimated assessment times to calculate the number of days and the amount of time it will take to complete each content assessment. These time estimates do not account for any time needed to start computers and log in students. Local assessment schedules may split expected assessment times into multiple sessions depending on local needs.

Table 13. Approximate Times for AMP Content Assessments by Section

Content Assessment	Section	Approximate Time
ELA	1	50
	2	25
	3	25
	4	25
Mathematics	1	50
	2	25
	3	25
	4	25

It is important to allow students a reasonable time frame to complete each assessment. This ensures that all students have a standardized experience.

The computer-based assessment schedule does not need to be the same for students across the district, within a school, or within a grade or class. Districts may determine the order of the content assessments (ELA first or mathematics first) and the length of testing each day.

The assessment schedule may be adjusted to administer in multiple assessment sessions ranging from one to four sections in a day, depending on student age and needs.

The sections in a content assessment must be taken in order. It is not necessary to complete all sections of a content assessment before moving to the other content assessment. An example would be a student who a) completes one section of mathematics, b) is absent during administration of sections 2, 3, and 4 of the mathematics content assessment, c) then completes all four sections of the ELA content assessment, and finally d) makes up sections 2, 3, and 4 of the mathematics content assessment during makeup sessions. It is also permissible for a student to take section 1 of the ELA assessment in the morning and section 1 of mathematics in the afternoon.

Each student has four tickets for each content assessment (see example ticket in Figure 11). Test tickets contain the student's usernames, passwords, ticket numbers, and other information used when the student takes an assessment.

The student's username stays the same for AMP as long as the student is continuously enrolled. The password changes each year but is the same for both content assessments in a given year.

Students usernames are made using the first four letters of the first name dot first four letters of last name (i.e., username for Susan Smith is susa.smit). The passwords are simple words that students will recognize like tree, duck, etc. Usernames are case sensitive. The summative assessments also have a ticket number. The ticket number allows students into a section of the secure content assessment.

Figure 11. Sample Test Ticket

SAMPLE TEST TICKET

The student's full name.

State ID: 1222
Grouping 1:
Grouping 2:
Name: Johnson, Amber
Username: ambe.john
Password: blue1
Test Collection: 3ELA_TestKite
Test Form: 3rd Grade ELA KITE Test
Test Section: Section 1
Ticket Number: N/A

Usernames follow the pattern (first 4 letters of first name) (period) (first 4 letters of last name) and may contain a "#" at the end to ensure it is unique. For example, kari.quin# or eliz.davi. A student's username remains the same while enrolled in an Alaska public school.

Passwords are 4-letter familiar words and a number. Passwords remain the same for a school year.

The test section is for the summative assessment only. There are 4 sections to each content area: section 1 has 25 items; sections 2, 3, 4 have 15 items. Each section has a unique ticket.

The ticket number is a special code used for the secure summative test only. It is entered by the student after the username and password.

When setting a schedule, it is important to plan ahead so students complete the section they are working on before the school day ends.

A general guideline is to not allow a student to start a new section with less than one hour remaining in a school day. In the rare event that a student has not completed a section at the end of the school day, the school may allow the student to continue the assessment beyond the school day if it is age appropriate to do so.

Unexpected circumstances may interrupt the administration of the assessment. In the event of technology failures, electrical outages or other unexpected events such as fire alarms, etc., the Building Test Coordinator should contact the District Test Coordinator immediately. If the student(s) can log in within 90 minutes, the assessment session can resume. If more than 90 minutes have elapsed, the District Test Coordinator must contact the Achievement and Assessment Institute (AAI) immediately for group reactivation. The Alaska Department of Education and Early Development (EED) should be notified of group reactivations.

Makeup Sessions

Computer-Based AMP Assessment

Makeup sessions are scheduled following the completion of the scheduled assessment for that specific grade or class.

Multiple grades can be made up during the same assessment session and in the same room.

All makeup sessions must be completed by May 1, 2015, which is the end of the AMP computer-based assessment window.

Paper/Pencil AMP Assessment

Makeup sessions are scheduled following the completion of the scheduled paper/pencil assessment for that specific grade or class.

Multiple grades can be made up during the same assessment session and in the same room.

All makeup sessions must be completed by April 24, 2015, which is the end of the AMP paper/pencil assessment window.

DISTRICT PERSONNEL RESPONSIBILITIES

Administering Alaska Measures of Progress (AMP) Assessment

As required by Alaska regulation 4 AAC 06.765, all staff members involved in the administration of the AMP assessment must follow the directions for administering the assessment as outlined in this document.

District Test Coordinator

District Test Coordinators play a critical role in delivering the new assessments for AMP. District Test Coordinators have the following responsibilities:

- Prepare for the administration of the assessment.
- Provide training.
- Have procedures to ensure test security and a system of materials accountability in place.
- Collaborate with Technology Director to download the KITE Client, install the Local Caching System, if needed, and troubleshoot bandwidth issues.
- Ensure a system is in place for completing Personal Needs Profiles (PNP).
- Distribute information to educators on the Technology Practice Tests and Testlets.
- Manage data for educators and students and ongoing data updates to KITE Educator Portal as users change.

Although the District Test Coordinator is responsible for oversight of the AMP assessment, specific responsibilities can be delegated to others in the district. District Test Coordinators are assisted by the district Technology Director, Building Test Coordinators, and Test Administrators.

Technology Director

- Ensure each computer that students will use is able to support AMP summative assessments.
- Ensure each computer that students will use has the AMP secure browser installed.
- Ensure all headphones and keyboards that students will use are functioning.
- Use training tests to ensure local configuration, including bandwidth, can support testing.
- Troubleshoot technical issues that interrupt the assessment.
- Communicate with District Test Coordinator if problems occur that prevent students from testing; collaborate with the District Test Coordinator in problem-solving and contact AAI help desk if necessary.

Building Test Coordinator

- Oversee all aspects of the assessment at the building level under the direction of the District Test Coordinator.

Test Administrator

- Administer the assessment to students at the building level, ensuring standardization, documentation, and equity throughout the assessment process.

RESPONSIBILITIES BEFORE ALASKA MEASURES OF PROGRESS (AMP) ASSESSMENT

The administration of AMP requires involvement of the various assessment roles at each stage of the assessment process. In this section, the responsibilities are outlined according to the stage of the assessment process. The responsibilities may be tailored to meet local needs.

Responsibilities of the District Test Coordinator before AMP Assessment

Preparing Test Tickets

Test tickets are printable pdf files that contain the students' username, passwords, and all the information needed to locate and begin a specific assessment. All test tickets are automatically generated in KITE Educator Portal and the procedures for locating the tickets and printing them are listed in the *KITE Educator Portal Manual*, Chapter 6.

Summative Test Tickets

While a student's username and password may stay the same from year-to-year for summative assessments, an additional access code, or ticket number, will also display on the test ticket. The ticket number allows educators to control when and where the student enters the summative assessment. The AMP ELA and mathematics assessments each have four sections; each section has a separate ticket.

District and/or Building Test Coordinators will generally be responsible for printing and organizing tickets for summative assessments. Summative test tickets will be available about two weeks prior to the opening of the summative window.

Table 14. Matrix of Test Tickets by Grade Level and Content Assessment

Grade	Number of Tickets Per Student Per Test		Total per Student
	Math	ELA	
3	4	4	8
4	4	4	8
5	4	4	8
6	4	4	8
7	4	4	8
8	4	4	8
9	4	4	8
10	4	4	8

Supporting Assessment Administration

The *AMP Test Administration Directions* provide specific instructions for administering the summative assessment; the following are considerations for District Test Coordinators relative to test administration.

- Since the AMP assessments are untimed, construct assessment schedules taking into account students who need extra time to finish an assessment session. Students should finish each assessment session prior to the end of the school day. It is recommended that student(s) not begin a new assessment section with less than an hour remaining in the school day.
- Ensure all Building Test Coordinators are trained in assessment and security procedures.
- Distribute the *AMP Test Administration Directions* and instruct Test Administrators to read the directions prior to administration of the assessment.
- Ensure that teachers sign the appropriate Test Security Agreements.
- Set up a procedure for reactivating students in the KITE Educator Portal. All reactivations must be approved by the District Test Coordinator.
- Ensure teachers remove or cover (with opaque material) bulletin board displays, charts, and other instructional material that may give assistance or advantage during testing.
- Ensure teachers do not conduct comprehensive reviews or drills of assessed standards the day of an assessment or once that classroom has started testing in that content area.

Responsibilities of the Building Test Coordinator before AMP Assessment

- Print test tickets via KITE Educator Portal.
- Ensure Test Administrators are properly trained and Test Security Agreements are signed.
- Create or approve assessment schedules and procedures for the school.
- Work with technology staff to ensure that the necessary KITE secure browser is installed and other technical issues are resolved.
- Ensure assessment materials are ready for distribution to Test Administrators at start of assessment window.
- Walk through assessment areas to ensure compliance with posted materials guidelines.

Assessment Materials

In preparation for testing, the Building Test Coordinator needs to ensure that the following materials are ready for distribution for the AMP assessment:

- KITE tickets
- Pencils for each student to work out problems on scratch paper
- Blank paper and graph paper
- Clock visible to students
- Bilingual dictionaries for ELL students
- "Testing: Do Not Disturb" and "No Electronic Devices" signs to place outside the testing rooms

Building Test Coordinators verify proper assessment assignments. There are situations where Building Test Coordinators and building administrators know specific students have the potential to disrupt the assessment environment, based on prior behavior history. It is permissible to assess this small percentage of students in a separate location, even if the student is not on an IEP or 504 Plan. This helps ensure a secure and safe assessment environment for all students. Documentation should be kept locally.

Responsibilities of the Test Administrator before AMP Assessment

- Complete test administration training and sign appropriate Test Security Agreements.
- Read the entire *AMP Test Administration Directions* prior to administering the assessment.
- Prepare room for assessment—refer to Posted Material Guidance.
- Prepare assessment environment—refer to Assessment Environment.
- Ensure there is a ticket for each student and the appropriate section is printed on the ticket prior to the start of each assessment session.

Posted Material Guidance

Anything posted in a classroom or lab used for the AMP administration that provides information which could direct students to the correct answer for any assessment item must be covered or removed. Materials that must be covered or removed include wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed. No exhaustive list can be created due to limitless possibilities. Always refer to the general guidelines when making decisions about what should and should not be posted during AMP administrations. Test Administrators should discuss the appropriateness of any specific displays with their Building Test Coordinator.

Examples of materials that must be covered up or removed include, but are not limited to:

- multiplication tables
- number lines which demonstrate odd/even or decimal/fractional parts
- tables of mathematical facts or formulas
- tables of scientific facts or formulas
- fraction equivalents
- number lines containing counting dots, fractions, decimals or irrational numbers
- a step-by-step poster of how to do specific math operations
- writing aids
- posters that define different kinds of writing (narrative, expository, descriptive, etc.)
- punctuation charts
- spelling or vocabulary lists
- phonics charts
- periodic tables
- posters with punctuation marks accompanied by the name and correct usage

- all reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students in Alaska
- all support materials that may be perceived as influencing student responses
- name tags that include any of the materials listed above, or that provide a writing surface

Assessment Environment

The assessment environment must be prepared before the administration of AMP to ensure standard assessment conditions for all students in Alaska. Rooms used for the assessment must have adequate lighting and heating.

To provide the quiet atmosphere required for assessment:

- Turn off or remove items that make or could make noise, including alarms and bells.
- Music and soundscapes must not be played during the assessment.
- Only trained staff involved in the assessment administration may be in the assessment environment.
- Place a Testing: Do Not Disturb sign on the door of the assessment room.
- Place a No Electronic Devices sign on the door of the assessment room.

When seating students:

- Create enough space between students to prevent answer sharing.
- Provide an adequate writing surface for students to use scratch paper.
- In some classrooms, study carrels or table dividers allow multiple students to take the assessment at the same table. If carrels or dividers are used in classroom assessment, they may be used for AMP assessment as well. The carrels or dividers must be tall enough to prevent students from seeing each other's work. However, they should be short enough to allow active monitoring, and Test Administrators should be diligent in monitoring students.

Accommodations Considerations before AMP Assessment

The following are considerations regarding accommodations before administration of the assessment:

- Accommodations are documented on a student's IEP, 504, ELL, or Transitory Impairment Plan.
- Special test editions are available for individual students based on need (e.g., audio tape, Braille, large print).
- Test Administrators receive a list of accommodation needs for students they will

supervise.

- Test Administrators receive training for the type of accommodations they will be providing.
- Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).
- Special equipment is arranged and checked for correct operation (e.g., tape recorder, word processor).

RESPONSIBILITIES DURING ALASKA MEASURES OF PROGRESS (AMP) ASSESSMENT

Responsibilities of the District Test Coordinator during AMP Assessment

Test Administration Extract

A Test Administration extract is a downloadable CSV file that lists the students enrolled in summative assessments for the current school year as well as the status of each assessment session. The report indicates whether or not the student has started or finished an assessment session, as well as the date and time the student started and ended each section of the assessment. In KITE Educator Portal, the report is located under the Reports menu on the Data Extracts tab. Information about how to create this report can be found in the *KITE Educator Portal Manual*, Chapter 8.

Reactivating Assessments

All reactivations must be preapproved by the District Test Coordinator. The following circumstances warrant reactivation:

- Illness
- Behavior, if an IEP, 504, or Behavior Plan is in place
- Rare and unusual circumstances as determined by the District Test Coordinator

See the *KITE Educator Portal Manual*, Chapter 7 for complete instructions on activating an assessment.

Additional Responsibilities of the District Test Coordinator during AMP Assessment

- Monitor the assessment status throughout the assessment window.
- Be available for questions and problem solving.
- Serve as liaison between the district and the Alaska Department of Education and Early Development (EED).
- Monitor with Technology Director any technical problems to apply resolutions and disseminate information to other test sites.
- Report potential irregularities and breaches to EED.

Responsibilities of the Building Test Coordinator during AMP Assessment

Monitoring Assessment Sessions

In KITE Educator Portal, users with district-level or building-level accounts may monitor student status in order to view which students have and have not completed an assessment. Users with Teacher accounts may monitor student status if a student is rostered to them.

- To monitor the student status, log on to the KITE Educator Portal.
- Click on the Quick Link to Monitor Session.
- Alternatively, from the main screen of KITE Educator Portal, click the Test Management tab for summative tests. Click the test session being monitored.

See the *KITE Educator Portal Manual*, Chapter 7 for complete instructions.

Additional Responsibilities of the Building Test Coordinator during AMP Assessment

- Provide support to Test Administrators.
- Work with the District Test Coordinator to resolve issues with testing.
- Ensure procedures are in place for test security and standardized assessment administration.
- Monitor progress of AMP during the assessment window and ensure that all students participate as appropriate, addressing student issues as needed.
- Work with the District Test Coordinator regarding situations that may invalidate an assessment and maintain a log of all irregularities.
- Work with the District Test Coordinator in situations that may require reactivation of a student's assessment and maintain a log of all reactivations.
- Report all potential test irregularities and breaches to the District Test Coordinator.

Responsibilities of the Test Administrator during AMP Assessment

Standardized Assessment Administration

In order to ensure that all students are assessed under the same conditions, Test Administrators must adhere strictly to the *AMP Test Administration Directions.*

The following test administration practices address the most common situations:

- Test Administrators must continuously circulate through the assessment room to ensure that students do not access unauthorized electronic devices, such as cell phones, or other unauthorized resources or tools at any time during the assessment. Test Administrators should scan student screens to ensure they are not accessing unauthorized electronic tools.
- Test Administrators should not engage in activities that interfere with active monitoring such as using a computer, preparing lesson plans, or grading papers.
- If a testing security incident that could potentially affect the integrity of the assessment is witnessed or suspected, contact the Building Test Coordinator. The student should continue testing unless the Building Test Coordinator or building administrator says to stop the student's assessment.
- Ensure each student is taking the correct assessment.
- Provide assistance to any student having problems following **assessment directions.**
- Regularly check to see that students are recording their answers properly. If not, provide assistance to student but never help the class or individual students with specific assessment items.
- No assessment item can be read to any student for any content assessment unless specified as an accommodation.
- The script must be followed exactly. If a mistake is made in reading the directions for a content assessment script, stop and say, "I made a mistake. Listen again." Then read the direction again.
- If a student asks for assistance in answering an assessment item, say the following statement to let the student know help cannot be provided.

> SAY ➤ **"I cannot help you with a test question. Try to do your best."**

- Make certain students are on task. If a student is off task, say the following statement to the student to keep him or her focused.

> SAY ➤ **"It is important that you get back to your test and answering the questions."**

- If a student appears to be answering randomly or isn't showing effort, the Test Administrator should say the following statement in an effort to get the student focused.

> SAY ➤ **"It appears that you are not giving your best effort. It is important that you take the test seriously."**

If the student does not respond to the initial prompt, contact the Building Test Coordinator and record the student behavior in the test irregularity log.

- If a student raises his or her hand and says there is a problem with an assessment item, the Test Administrator should say the following statement in a one-on-one conversation with the student.

SAY ⮞ "**Tell me the item number and I will let the appropriate testing personnel know that you have a concern with the question. Meanwhile, you should answer the question the best that you can the way the item is written.**"

The Test Administrator will write down the content assessment, item number, test section number, test form (located on the student's summative test ticket, see Figure 12), and grade level and provide this information to the Building Test Coordinator. The Building Test Coordinator should notify the District Test Coordinator who will report it to EED.

Figure 12. Test Ticket

SAMPLE TEST TICKET

The student's full name.

State ID: 1222
Grouping 1:
Grouping 2:
Name: Johnson, Amber
Username: ambe.john
Password: blue1
Test Collection: 3ELA_TestKite
Test Form: 3rd Grade ELA KITE Test
Test Section: Section 1
Ticket Number: N/A

Usernames follow the pattern (first 4 letters of first name) (period) (first 4 letters of last name) and may contain a "#" at the end to ensure it is unique. For example, kari.quin# or eliz.davi. A student's username remains the same while enrolled in an Alaska public school.

Passwords are 4-letter familiar words and a number. Passwords remain the same for a school year.

The test section is for the summative assessment only. There are 4 sections to each content area: section 1 has 25 items; sections 2, 3, 4 have 15 items. Each section has a unique ticket.

The ticket number is a special code used for the secure summative test only. It is entered by the student after the username and password.

- If a student is confused about how to use the technology to respond to an assessment item, the Test Administrator should provide assistance in increasingly helpful steps.

SAY → **"Remember that the technology directions are found behind the question mark icon."**

If the student still needs assistance, read the directions to the student. If the student is still confused, the Test Administrator may clarify the directions. The Test Administrator should not touch the mouse, keyboard, or screen.

Procedures for Maintaining the Assessment Environment as Individual Students Finish

Follow the established procedures to maintain a quiet environment throughout the assessment session, recognizing that some students will finish more quickly than others. If students are allowed to leave the assessment room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave the assessment session. If students are expected to remain in the assessment room until the end of the session, let them know they can read a book or sit quietly. Students who read after the assessment must not read from electronic devices including computers, Nooks, Kindles, iPads, or phones.

Additional Responsibilities of the Test Administrator during AMP Assessment

- Ensure standardization, documentation and equity throughout the assessment process.
- Ensure that each student has the correct KITE ticket. Do not allow a student to take the wrong test collection or form type (e.g., general assessment instead of alternate) or let a student use another student's ticket.
- Read the scripts exactly as they are printed in the *AMP Test Administration Directions.*
- Do not coach, clarify assessment items, or otherwise perform actions that might influence a student's answer on the assessment.
- Document and report any irregularities to the Building Test Coordinator.
- Monitor student status of assessment completion (refer to directions under Building Test Coordinator Responsibilities).
- When students have completed an assessment session, collect all materials and test tickets.
- Keep Building Test Coordinator informed on students needing makeup sessions.

As students raise their hands to indicate they have finished, verify the End Review Screen to see that all assessment items have been answered before the student exits the assessment. If the student attempts to exit the KITE Client using a method other than the buttons provided within the KITE Client, they will receive the error message shown in Figure 13. Clicking the *OK* button will close down the KITE Client and the student must log in again.

Figure 13. Screenshot of Incorrect Closing of KITE Client when Exiting AMP

Assessment Materials

The Test Administrator obtains the following materials for use during the assessment administration:

- KITE test tickets
- Pencils for each student to work out problems on scratch paper
- Blank paper and graph paper
- Clock visible to students
- Bilingual dictionaries for ELL students, if appropriate
- "Testing: Do Not Disturb" and "No Electronic Devices" signs to place outside the testing rooms

Accommodations Considerations during the AMP Assessment

The following are considerations regarding accommodations during administration of the assessment.

- Provide accommodations as listed in the student's IEP, 504, ELL, or Transitory Impairment Plan.
- Have substitute Test Administrators available as needed (e.g., interpreters, readers, scribes).
- Ensure that students who makeup assessments receive needed accommodations.

RESPONSIBILITIES AFTER ALASKA MEASURES OF PROGRESS (AMP) ASSESSMENT

Responsibilities of the District Test Coordinator after the AMP Assessment

- Collect all secure items from Building Test Coordinators.
- Prepare the scorable materials (used test booklets) for the paper/pencil AMP assessment according to instructions outlined in Appendix C, *Instructions for Shipping Scorable Materials to Questar*. Scorable materials must be shipped to Questar Assessment, Inc., no later than Friday, May 1, 2015.
- Prepare the nonscorable materials (unused test booklets) for the paper/pencil AMP assessment according to instructions outlined in Appendix D, *Instructions for Shipping Nonscorable Materials to Questar*. Nonscorable materials must be shipped to Questar Assessment, Inc., no later than Friday, May 1, 2015.

Responsibilities of the Building Test Coordinator after AMP Assessment

Codes for Reasons not Tested

It is the Building Test Coordinator's responsibility to have appropriate reasons not tested indicated within the KITE Educator Portal Test Management tab. Reasons not tested will be submitted at the end of the assessment window. The codes must be entered no later than Friday, May 8, 2015. More information about entering codes for reasons not tested can be found in the *KITE Educator Portal Manual,* Chapter 7.

Codes for Reasons not Tested

- Absent
- Medical Waiver
- Refusal by Parent
- Refusal by Student

Additional Responsibilities of the Building Test Coordinator after AMP Assessment

- Ensure that all makeup sessions have been completed.
- Ensure that all transcribing has been completed.
- Check with Test Administrators to ensure all scratch paper, graph paper, and test tickets used by students during the assessment has been destroyed.
- Prepare secure documents for return to the District Test Coordinator (e.g., Braille, large print, paper/pencil assessments).

After Test Administrators return materials to the Building Test Coordinator, the Building Test Coordinator will organize and inventory all materials from all classes, ensure that no assessment materials are missing, and return materials to the District Test Coordinator.

Responsibilities of the Test Administrator after AMP Assessment

- Work with Building Test Coordinator to administer makeup sessions, if requested.
- Destroy all scratch paper, graph paper, and test tickets used by students during the AMP Assessment.

All test materials, both used and unused, must be returned promptly to the Building Test Coordinator after the assessment is completed. Prepare the materials as follows or as directed by the Building Test Coordinator.

For the paper/pencil administration:

- Organize all test booklets, including large print and Braille test booklets and Read Aloud CDs, in security ID number order with the lowest number on top and the highest number on the bottom.
- Verify there are no extraneous materials inside of test booklets.
- Verify that all test booklets assigned to the building are accounted for.

Accommodations Considerations after AMP Assessment

- Ensure all assessments requiring the use of a scribe have been transferred to the appropriate response document (e.g., standard test booklet, computer).
- Evaluate the effectiveness of accommodation administration and make plans for improvement.

ETHICS

In broad terms, an unethical assessment practice is any act that deliberately harms a child, intervenes in a student's learning or demonstration of knowledge, and/or violates the proprietary security of the assessment.

For example, teaching the specific content from an assessment does not support student learning and is an unethical practice. Developing a curriculum informed by the Alaska State Standards is an appropriate practice that provides students with skills and knowledge that will be assessed.

Due to the complexity of a standardized assessment process, any practice not specifically permitted should be presumed inappropriate until/unless specifically authorized by Alaska Department of Education and Early Development (EED).

It is a breach of professional ethics for school personnel to provide verbal or nonverbal clues or answers, teach items on the assessment, share writing prompts, coach, hint or in any way influence a student's performance during the test administration. A breach of ethics may result in invalidation of test results and school, district or EED disciplinary action.

TEST SECURITY

Maintaining Test Security

Test security involves maintaining the confidentiality of assessment items and answers; it is critical in ensuring the integrity and validity of an assessment. In order to ensure test security and confidentiality, Test Administrators need to keep assessment materials in a secure place to prevent unauthorized access, keep all assessment content confidential and refrain from sharing information or revealing assessment content with anyone, and return all materials as instructed.

Maintaining security throughout the assessment process is essential for valid and interpretable evaluation results. Furthermore, test security is required by law. According to Alaska test security regulation 4AAC 06.765, all Alaska Measures of Progress (AMP) assessment materials must be kept secure. District and school personnel responsible for testing should carefully adhere to the guidelines and regulations below.

- No person may duplicate or reproduce the assessment materials at any time using any means.
- Except for the person taking the assessment, no person, including the test administrator, is permitted to read assessment items on the AMP assessment prior to, during, or after administration.
- Before, between, and after assessment, materials, including test tickets and access numbers, must be kept in a secure, locked area to prevent unauthorized access.
- Students should never be left unattended in a room with access to assessment materials.
- Any breach of test security or loss of materials must be reported to the Building or District Test Coordinator immediately.
- Test Administrators are responsible for collecting and destroying (shredding or burning) student notes, scratch paper, drawings, and test tickets at the end of each assessment session.
- No copies of paper copies of the assessments may be retained by teachers or administrators.
- No one, including Test Administrators, may have electronic communication devices in the assessment room during the assessment session. This includes cell phones and any other technology capable of transmitting information either by picture, text or voice. If a Test Administrator is required to have a cell phone in the classroom for security reasons, it must be turned on silent and out of sight during assessment.
- Test Administrators must immediately inform the Building Test Coordinator if an electronic device is left on or used during an assessment session. In turn, the Building Test Coordinator should contact the District Test Coordinator. Possession and/or use of electronic communication devices during the assessment may result in assessment invalidations.

Test Security Regulations

The following test security regulations apply to all required assessments in the Alaska Comprehensive System of Student Assessment (4 AAC 06.710):

1. 4 AAC 06.761. Test administration
    (a) Unless an assessment is specifically exempted, or the department has approved in writing a different process, a district shall administer the statewide assessments described in 4 AAC 06.710 in conformance with the requirements of this section.
    (b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only designated district test coordinators, associate test coordinators, proctors, or test administrators may be in the test center rooms at the time of testing students.
    (c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site associate test coordinator for each center. The district test coordinator or associate test coordinator shall assign as many test administrators or proctors to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each test coordinator, associate test coordinator, proctor, and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed.

2. 4 AAC 06.765. Test security; consequences of breach
    (a) All test questions are confidential, and may be disclosed only as provided in this section.
    (b) Test questions may be disclosed to
        1) a student on the date and at the time specified by the commissioner, to the extent necessary to administer the test
        2) testing personnel in the course of fulfilling their duties
        3) a department official as required for the performance of that official's duties; and
        4) a test administrator if necessary to fulfill duties under 4 AAC 06.775 regarding the delivery of accommodations
    (c) School and district personnel responsible for test administration shall
        1) inventory and track test materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher
        2) securely store tests before distribution to school test centers and after their return
        3) control distribution of tests to and from school test centers
        4) control the storage, distribution, administration, and collection of tests
        5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means
    (d) School personnel at a school test center shall
        1) code the tests according to test administration directions before testing;

2) inventory and track test materials from the time the materials arrive at the school until the time the materials are returned to the district;

3) securely store tests before and after each testing session;

4) control distribution of tests within the school test center;

5) ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else;

6) ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;

7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775;

8) ensure that examinees do not exchange information during a test, except when the test procedure so specifies;

9) ensure that an examinee's answer is not altered after testing is completed;

10) ensure that no examinee is assisted in responding to or review of specific test questions or items before, during, or after a test session.

(e) A teacher holding a certificate issued under 4 AAC 12 who breaches security as described in this section is subject to investigation and adjudication by the Professional Teaching Practices Commission.

(f) School and district personnel responsible for test administration shall

1) annually execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section;

2) provide training in test procedures to all district staff involved in testing as directed by the department, and ensure that staff complete the training;

3) ensure that all district staff involved in testing read and follow all testing procedures and manuals published by the test publisher, unless instructed otherwise by the department.

(g) All school and district personnel shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

(h) District personnel in charge of testing shall immediately report any breach of test security to the department. If a student's IEP requires a modification that violates test security under this section, the modification will be provided only if it does not affect test security for any students other than the student who requires the modification. A modification that violates test security under this section results in an invalid assessment and the assessment will not be scored.

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to Alaska's testing policies. School personnel

report irregularities and breaches to the District Test Coordinator. District Test Coordinators report to the Alaska Department of Education and Early Development (EED). If an investigation is warranted, it is the responsibility of the District Test Coordinator to gather required evidence and submit it to the Assessments Administrator at EED.

Distributing and Collecting the Test Security Agreements

- The District Test Coordinator shall designate the school and district personnel who will have access to secure assessment materials, and who must sign the Test Security Agreements.
- District Test Coordinators, Building Test Coordinators, Test Administrators, and testing personnel sign different security agreements, but need only sign one security agreement each year.
- Sufficient copies of the Test Security Agreements should be made and distributed to all appropriate personnel for their signature.
- All signed Test Security Agreements must be filed at the school or district per district policy. District Test Coordinator's Test Security Agreements are sent to EED.
    - Guidance Document for Test Security Agreements
    - Test Security Agreement - Levels 1-3
    - Test Security Agreement - Level 4
    - Test Security Agreement - Level 5

Taking the Assessment Using a Tablet Device

Students who are taking the assessment using a tablet device (e.g., iPad) may not access other applications or websites during the assessment. To restrict access to other applications or websites, Guided Access must be enabled. Additionally, students may not use the dictionary lookup feature in iOS7. See KITE iPad Documentation for additional information on how to enable Guided Access and to change settings for a secure assessment environment.

Figure 14. Screenshot of Tablet Device Information in the KITE Educator Portal
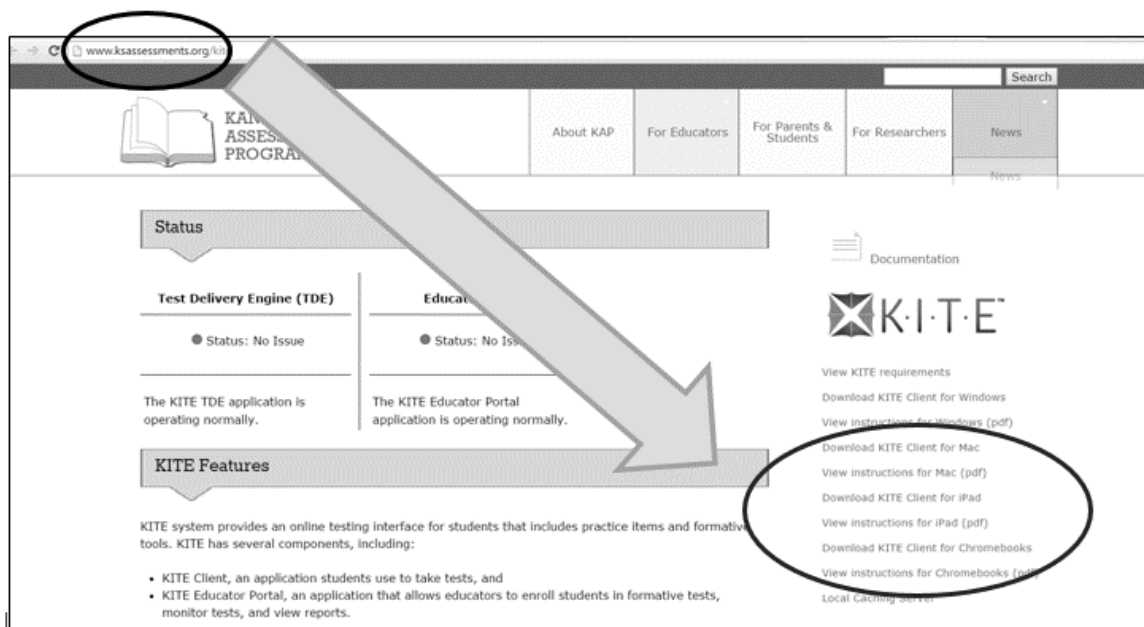
Devices with screens that are too small disadvantage a student in the assessment process. These devices include iPad Minis and Netbooks. If students take the AMP computer-based assessment using these or other non-allowed devices, their scores will be invalidated.

SECURITY VIOLATIONS

Test security incidents such as irregularities and breaches are behaviors prohibited before, during, and after test administration, either because they give a student an unfair advantage or because they compromise the secure administration of the assessment and items. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a testing security violation.

Test Irregularity

An irregularity is an unusual circumstance that impacts an individual or group of students who are taking the assessment and may potentially affect student performance on the assessment, test security, or test validity.

- All potential irregularities must be reported to the District Test Coordinator as soon as practicable. Before an assessment is marked as a test irregularity in KITE, the incident must be reported.
- The District Test Coordinator should contact the Alaska Department of Education and Early Development (EED) Assessment Administrator if guidance is needed.
- If the District Test Coordinator is unsure of whether the test security incident is an irregularity or a breach of test security, he/she must contact the EED Assessment Administrator for guidance.

Every effort should be made by all assessment personnel to prevent invalidations. Assessments that are invalidated will not be scored. Students will not receive a score report and will not be counted as participating in the assessment.

Examples of assessment situations that will invalidate an assessment include the following:

- Student assessed at wrong grade level.
- Student cheated on assessment.
- Student assessed outside of the assessment window.
- Student copied assessment items or transmitted assessment items via an electronic device.
- Student used reference or support materials that are not allowed.
- Teacher provided an accommodation that was not allowed or not included in the student's IEP or ELL plan.
- Test Administrator or other adult provided assistance to student in answering assessment items.
- Test Administrator looked through student's test booklet.
- Unauthorized persons was in the assessment room.

- Student given the assessment in an unmonitored location (e.g., in a room by themselves or in the hallway).
- Student given an unsupervised/unmonitored break with access to resources.
- Student returned to completed portions of the assessment.

As assessment is invalidated by submitting a clear record in the Test, Exit, and Clear (TEC) file. *See KITE Educator Portal Manual*, Chapter 3 for additional instructions. Schools must document all test irregularities and invalidations. Building Test Coordinators may use the *AMP Log and Irregularity Report* provided in Appendix C. Using this tool provides comprehensive documentation of the assessment administration at the school level.

Breach

A breach is an event that poses a significant threat to the validity of the assessment (e.g., Test Administrator coaching or providing any other type of assistance that may affect student responses; student accessing the Internet during assessment session; staff or student copying, discussing other otherwise retaining assessment items). These circumstances may have external implications for the Alaska Measures of Progress (AMP) such as removing an item from the test bank.

- All potential breaches must be reported immediately by the Building Test Coordinator to the District Test Coordinator.
- The District Test Coordinator must immediately report the potential breach to the EED Assessment Administrator.
- If investigation is warranted, the District Test Coordinator shall inform the Building Test Coordinator of documentation needed and/or procedures to follow for test security investigation.
- It is the responsibility of the District Test Coordinator or assigned district administration personnel to gather required evidence and submit it to the Assessments Administrator at EED.

Guidelines to Assist Districts in Documenting a Possible Test Security Violation

When conducting an investigation, answer the following questions:

- What is the allegation and where did it happen?
- Who is investigating the incident (name and title)?
- Did the alleged incident occur?
- What exactly occurred and how did it occur?
- How many were involved or will be effected (staff and students)?
- What is the district's plan to ensure this type of incident does not occur in the future?

Describe what occurred in the building/classroom during the administration of the assessment.

- Did all school staff follow the assessment procedures completely?
- Were all individuals who were involved in, or may have information about, the affected school/classroom(s) interviewed?
- If evidence indicating a violation was found, is what happened and why described exactly?
- If evidence indicating a violation was found, was a timeline prepared, if necessary, to establish when the event(s) occurred?

If evidence of indication of a test security violation is discovered, appropriately document the security violation.

- Does the report and any provided statements clearly lay out the sequence of events and explain what happened?
- Have statements been obtained from all individuals who were involved in, or may have information about, the violation?

If evidence or indication of a test security violation is discovered, describe a plan to correct and mitigate any future occurrences of the testing violation.

- Does the plan include a description of the specific procedure(s) that will be implemented to help prevent future occurrences of this type of violation?
- Does the plan include the name and role (title) of the person(s) responsible to implement the plan?
- Are all statements ready for submission in letter form on paper or letterhead? Are they signed and dated?
- Has a final, written determination about what happened and who is responsible been submitted?

If an assessment must be invalidated, see the KITE Educator Portal Manual Chapter 3 for additional instructions on submitting a "Clear" record.

FAQS

Can teachers look at the assessments prior to administering them to students?

No. For computer-based assessment or paper-based assessment teachers are permitted to read individual assessment items only if providing an accommodation. The Building Test Coordinator should review the *AMP Test Administration Directions* with teachers prior to administration of the assessment. This time may be used to address any questions.

Can an IEP team or educator ask for a "small group administration," "extended time," "change in location," or other accommodation for a general education student?

In most cases, yes. Please see the Participation Guidelines and accompanying Handbook for guidance on selecting appropriate accommodations.

Who is responsible for appropriate assessment practices (paraprofessionals, computer lab aides, etc.)?

Any educator involved in the administration of an assessment is responsible for appropriate assessment practices.

What if a student has an electronic device during the assessment?

Students are not allowed to have mobile phones or similar electronic devices in their possession during assessment. Electronic devices create both the potential for added distractions due to noise and the possibility of cheating. Examples of cheating include students entering assessment information into their mobile phones, sending assessment information to others via text messaging, or taking pictures of the assessment from a concealed phone or other electronic device.

What does good assessment monitoring look like?

Active assessment monitoring includes walking around the room to ensure each student is logged into the correct assessment and is at the correct workstation. Do this by checking that the name on the computer screen matches the name of the student sitting at the workstation.

Active monitoring also includes ensuring information in the AMP TAD is followed exactly, actively walking around the room, and being aware of student behaviors during assessment.

Test Administrators are an important part of the student's assessment experience. During the assessment, Test Administrators can assist in ensuring that the importance of the assessment and the good faith efforts of all students are not undermined.

What information should be given to parents to prepare students for assessments?

Parents are encouraged to help prepare students for assessment. This preparation begins with encouraging students to be engaged in learning throughout the school year, and working to help students master concepts they do not understand.

Immediate preparations for assessment should include ensuring that students are aware of the assessment, are in attendance to complete the assessment, and that students receive adequate rest and nutrition prior to the assessment.

Prior to participating in the AMP assessment, all students should have multiple opportunities to use the Technology Practice Test to get familiar with computer-based assessments and available tools.

I have become aware of an unethical testing situation in my school or district. What are my next steps?

Ethical violations should be reported immediately to at least one of the following:

- Building Test Coordinator
- School Administrator
- District Test Coordinator
- State Assessment Director

If inappropriate practices are found, teachers involved may receive further training or a reprimand, be subject to disciplinary action, be terminated, and/or be reported to the Professional Teaching Practices Commission.

Can I use AMP results in calculating student grades?

No. Alaska Department of Education and Early Development (EED) does not recommend this as a best practice.

Do we need to assess students with an FTE of 0.25?

Before it was repealed, 4 AAC 06.805(f) included language stating that students counted as more than 0.25 FTE had to be included in the state assessment (i.e. Standards Based Assessment). This allowed districts to exclude 0.25 FTE students from participation on the state assessment since these students were either dually enrolled in Alaska's public school system (assessed by the district where the student was enrolled for more than 0.25 FTE) or a non-public school student enrolled solely in a single class, such as band.

With the shift from Adequate Yearly Progress to the Alaska School Performance Index, this language was not carried over into the amended accountability regulations. Without this language

in place, districts are now subject to the remaining regulatory language stating that all students must take the spring summative assessment:

> 4 AAC 06.737. Standards-based test
>
> …Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in reading, writing, and mathematics annually to every student in grades three through ten, and each district shall administer the standards-based test in science annually to every student in grades 4, 8, and 10.

The Alaska Department of Education & Early Development (EED) intends to introduce regulatory language at the March 2015 State Board of Education meeting that, if adopted, would explicitly state that students enrolled at 0.25 FTE will not be subject to participation in the Alaska Measures of Progress (AMP) assessment. With the required period of public comment, though, this prospective regulatory change would be considered for final consideration or adopted in June at the earliest – well past the 2015 AMP test window. This concept will also have to be included in the Alaska ESEA waiver renewal and receive approval from the U. S. Department of Education. Therefore, it is extremely important for districts to keep this in mind when scheduling students to take the AMP assessment in the spring.

In the past, districts indicated their 0.25 FTE students in the Notes field. This year, a new data element has been created to formalize collection of this information. If the proposed regulatory language is adopted, EED will use the information from this data element to exclude 0.25 FTE students. **Regardless of FTE status, all K-12 students enrolled in your district on the first day of testing (March 30, 2015) must be included in the 2015 Participation Rate file.** This is because the Participation Rate file is used for more than just determining your district's and schools' participation rates.

Can Test Administrators use computer monitoring software while students are testing?

The use of any remote desktop software, such as Apple Remote Desktop, is prohibited during testing.

How long does a school/district need to retain documents used in administration of AMP?

Refer to Appendix D for guidance on retaining assessment forms at the school/district level.

GLOSSARY OF TERMS

504 Plan: Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability. The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. However, these students do not require specialized instruction.

AAI: Achievement and Assessment Institute. Also referred to as KITE Support.

Accessibility Tools: Supports available to all students with a documented need taking the computer-based AMP.

Accommodations: Tools and procedures in the areas of presentation, response, setting, and timing or scheduling that provide equitable access during instruction and assessments for all students. Accommodations do not reduce learning expectations; they provide access.

Alternate Assessment: A state assessment for a student who is significantly delayed and requires substantial adjustment to the general curriculum.

Active Monitoring: Active monitoring includes walking around the room to ensure standardized assessment procedures are occurring and security of the assessment is maintained.

ALDs: Achievement Level Descriptors

AMOs: Annual Measurable Objectives

AMP: Alaska Measures of Progress

ASL: American Sign Language

ASPI: Alaska School Performance Index, a measure of school performance using multiple indicators. Alaska's school star rating system is based on ASPI scores.

Assessment session: Time or period set aside for assessment. Each session takes approximately 45 minutes and may have more than one section.

Assessment window: Beginning and ending dates when assessments may be administered.

CETE: The Center for Educational Testing and Evaluation; a center in the Achievement and Assessment Institute.

Content Assessment: The AMP summative assessment is comprised of two content assessments, English language arts and mathematics. Content assessments are referred to in the *KITE Educator Portal Manual* as assessment sessions.

CSV: Comma-separated values

DLM: Dynamic Learning Maps; *see alternate assessment.*

EED: Alaska Department of Education and Early Development

ELA: English language arts

Embedded Accessibility Tools and Accommodations: Embedded Accessibility Tools and accommodations are those that are within the test engine. They are activated for an individual student via the Personal Needs and Preferences Profile (PNP) process.

ELL: An *English language learner*, also referred to as a Limited English Proficient (LEP) student, is an individual whose first language is not English or an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency [4 AAC 34.090(a)(2)]. Note: For the purposes of this guide, the term English language learner (ELL) refers to currently identified LEP students, not former LEP students.

ESEA: Elementary and Secondary Education Act

EXIT record: A record in the KITE database that indicates the student is no longer enrolled in the school or district.

Full Academic Year: Continuous enrollment from October 1 to the first day of the AMP computer-based assessment.

IEP: IEP stands for *Individualized Education Program*. This is a legally binding document that spells out exactly what special education services a child receives and why.

Invalidated Assessment: Used when a student's performance on the AMP assessment is not an accurate reflection of his or her ability or certain assessment misadministrations. The student does not receive a score and is counted as not participating on the assessment.

KITE: A suite of products that includes KITE Educator Portal and the Test Delivery Engine.

KITE Educator Portal: Part of the Kansas Interactive Testing Engine® (KITE) used to set accessibility options, assign assessments, monitor assessment sessions, and view student results.

Local assessment window: The time period an individual school will administer the state assessment; may vary among schools in the same district. For instance, a school may decide that it will administer the English language arts assessment from March 1 until March 11, and another school in the same district may have a different assessment window.

Makeup Session: Assessment sessions scheduled to allow students to make up any section(s) of the content assessment that they missed due to an absence.

Manipulatives: Physical objects used as an aid in understanding abstract concepts

Non-Embedded Accessibility Tools and Accommodations: Non-embedded Accessibility Tools and accommodations are those that are outside of the technology. For example, preferential seating or use of math manipulatives.

NCLB: No Child Left Behind; federal legislation that mandates state testing and accountability.

PNP: Personal Needs and Preferences, also known as a Personal Needs Profile, defines a learner's needs and preferences for digitally-delivered assessment resources or services. The PNP can be accessed in the Student Record in KITE Educator Portal. The PNP includes the embedded Accessibility Tools and accommodations (e.g., display enhancements, Braille, audio, and other supports).

Reactivation: A way to reset a student's assessment status. When a student has exited an assessment session, the student is not allowed to go back to that section unless the assessment section has been reactivated.

Reasons Not Tested: Documents reasons student was not assessed.

Recent arrivals: ELL students whose first education in the United States occurred one year or less before the opening of the assessment window. These students were previously known as "newcomers."

Scribe: The person or process of writing down what a student dictates by using an assistive communication device, pointing, communication by the student via interpretation/transliteration (i.e., American Sign language, signed English, Cued Speech), or speech.

Section: Each content assessment of English language arts and mathematics contains four sections. Each section requires a test ticket.

Summative assessment: Annual computer-delivered state assessment in Alaska with all items linked to the Alaska College and Career Readiness Standards.

TEST records: File records submitted to the KIDS database that detail assessment information for students including the test order type, testing mode, and grade level.

Test order type: The assessment type that the student will take, either the general assessment or the alternate assessment.

Testing mode: How the student will take the assessment. There are two options available for the AMP assessment: online (KITE) or paper/ pencil. The paper/pencil administration requires EED approval.

Transcribe: The process of copying a student's response from one medium to another. For example, large print to the standard test booklet or from a damaged test booklet to a clean

booklet. When a student has written in the scoring area, making the assessment unscorable it may also be transcribed into a new standard test booklet. Transcription is a component of scribing when an assessment includes constructed responses (e.g. AMP 2016).

Transitory Impairment: Students with a Transitory Impairment are not regarded as individuals with disabilities if the impairment is transitory and minor. A Transitory Impairment is an impairment with an actual or expected duration of six months or less. On a case-by-case basis, where appropriate documentation exists, students identified with a transitory impairment may receive assessment accommodations.

TTS: The Text-to-Speech system presents students with a computer synthesized audio representation of the text associated with the content on the screen.

Universal Tools: Supports or preferences that are available to all students taking the AMP computer-based assessment or the paper/pencil assessment.

APPENDIX A: MANUAL FOR THE PAPER/PENCIL ADMINISTRATION OF AMP

This appendix contains guidelines and procedures related to the preparation for the administration of the paper/pencil version of the Alaska Measures of Progress (AMP) assessment. It contains specific instructions for District Test Coordinators pertaining to the receipt and inventory of assessment materials, distribution of materials to schools, and return of materials to Questar. Specific information and instructions for Test Administrators are contained in the Test Administration Directions. District Test Coordinators should read this manual thoroughly and also be familiar with information provided in the Test Administration Directions.

Table A-1. Important Dates for Paper/Pencil AMP

By March 23, 2015	Materials arrive in districts
April 3, 2015	Deadline to order additional materials
April 13–24, 2015	AMP paper-pencil assessment window
May 1, 2015	Scorable and Non-scorable materials returned to Questar (materials must be picked up by UPS by this date)

Scheduling

All students participating in the paper/pencil AMP assessment must take the assessment during April 13-24, 2015. This assessment window applies to those students who take the paper/pencil assessment as an accommodation as well as those students whose schools are waived from computer-based administration due to lack of technological capacity. All assessment sessions, including make-up sessions and administrations with accommodations, must be administered during the two-week paper/pencil assessment window.

The District Test Coordinator and Superintendent are responsible for establishing their district's assessment schedule within the two-week window established by the Alaska Department of Education and Early Development (EED). Considering the diversity among schools across Alaska, there is not one ideal assessment schedule that can be implemented in every setting. In planning assessment schedules, District Test Coordinators should consider school facilities, daily routines, and other factors that allow and encourage student success.

Like the computer-based AMP assessment, the paper/pencil assessment will have 70 questions per content assessment (English language arts and mathematics) delivered in four sections. Each assessment will start with a section of 25 items, followed by three sections of 15 items. All sections will be contained in one booklet.

Each district and/or school may determine the order in which content areas are assessed; there is not a required order. Districts may also determine the length of testing each day and the number of sections administered in a day, ranging from one to four. For security reasons, districts must schedule the AMP Paper/Pencil assessments on the same day for students in the same grade. For example, all 5th grader student must take the English language arts assessment of the same day(s). Any exceptions must be pre-approved by the EED Assessments Administrator.

The sections within a content assessment must be taken in order. However, it is not necessary to complete all sections of a content assessment before beginning the other content assessment. An appropriate example is a student who competes section 1 of the mathematics content assessment, is absent during administration of sections 2, 3, and 4 of mathematics, then completes all four sections of the English language arts content assessment, and then completes sections 2, 3, and 4 of mathematics during makeup sessions. Regardless of the order of the assessments, special care must be taken to ensure that sections taken on the assigned day(s) for a grade level includes all students for that specific grade. If more than one grade level is taking the assessment on a scheduled day(s), all students in that grade level must be assessed. This does not apply to make-up assessment sessions.

Sections may be administered over multiple sittings or "assessment sessions." The assessment is not timed, and students should be allowed the time they need to complete the assessment. It is important to provide students with a reasonable amount of time to complete each assessment in order to ensure that all students have a standardized experience. To inform the number of hours and/or days scheduled for each section and content assessment, the table below provides the estimated times it will take most students to complete AMP assessments. These estimates do not include any time need to read directions to students.

When setting a schedule, it is important to plan ahead so students complete the section they are working on before the school day ends.

A general guideline is to not allow a student to start a new section with less than one hour remaining in a school day. In the rare event that a student has not completed a section at the end of the school day, the school may allow the student to continue the assessment beyond the school day if it is age appropriate to do so.

Table A-2. Sample Schedule for Administration of Paper/Pencil AMP

English language arts	1	50 minutes
	2	25 minutes
	3	25 minutes
	4	25 minutes
Mathematics	1	50 minutes
	2	25 minutes
	3	25 minutes
	4	25 minutes

When administering the paper/pencil AMP assessment over several days, Test Administrators must ensure students do not return to previously completed items. Securely clipping completed pages together at the end of each assessment session is the recommended best practice.

Paper/Pencil AMP Materials

Each district will receive one shipment of paper/pencil AMP assessment materials by March 23, 2015. Materials are shipped to the district office address from Questar.

The materials shipment includes all district and school assessment materials. Each school's materials are boxed and labeled by school to facilitate distribution. The materials for the District Test Coordinator are packaged separately in the district box. Quantities of materials are based on enrollments provided by the district, plus an overage for each district. Accommodated materials (i.e. large print, braille, and read aloud kits) are included only if ordered and provided in the boxes of the schools for which they were ordered. The *District Test Coordinator's Manual* (this manual) will be shipped separately to each district from EED.

The materials shipment includes the following inventory documents:

- District packing list showing a summary of the total quantities of materials included in all boxes

- School packing lists showing a summary of the quantities of materials included in each school shipment
- District shipment summary list detailing all boxes in the shipment and the quantity of materials contained in each box
- School shipment summary lists detailing all boxes in each school shipment and the quantity of materials contained in each box
- Box content list detailing all materials included in each box (a box content list will not be provided when there is only one box in the shipment)
- Student roster listing which students receive which accommodated materials to be used to aid in distribution.

Paper/Pencil Materials Included for District Use:

- Cover memo
- District packing list
- Copy of the school packing list for each school in the district
- Shipment summary list
- Box content lists (when there is more than one box in the shipment)
- Test Administration Directions (1 copy per grade band)
- Paper bands
- School Information Sheets (overage to be distributed to schools, as needed)
- Test booklets (overage to be distributed to schools, as needed)
- Scorable materials return kits
    - Return instructions for scorable materials
    - District scorable materials transmittal forms
    - UPS labels
    - Scorable Questar return shipping labels (salmon in color)
- Non-scorable materials return kits
    - Return instructions for non-scorable materials
    - UPS labels
    - Non-scorable Questar return shipping labels (blue in color)

Paper/Pencil Materials Included for Each School:

- School packing list (2 copies)
- Shipment summary list
- Box content lists (when there is more than one box in the shipment)

- Test Administration Directions (1 copy per every 20 students tested in a grade band)
- Student labels
- School Information Sheets
- Test booklets
- Large print test booklets and associated materials (if ordered)
- Braille test booklets and associated materials (if ordered)
- Read Aloud CD for English language arts and math (if ordered)
- Student register listing all students with student labels

Student labels are provided for use on test booklets. The labels contain the student's name, grade, Alaska Student Identification number (AKSID), and district and school information. This information does not need to be entered and coded for students for whom labels have been provided. Two labels, containing the same information, are provided for each student. One label is used on the mathematics test booklet and one on the English language arts test booklet. Either label can be used on either test booklet; they are not specific to the subjects.

District Test Coordinator Responsibilities for the Paper/Pencil Administration

The District Test Coordinator should be familiar with the entire contents of the District Test Coordinator's manual, this appendix on paper/pencil assessment administration, and the *AMP Test Administration Directions.*

The paper/pencil assessment has distinct processes that must be followed to ensure that the materials are handled securely and the assessment is administered in a standardized method.

The District Test Coordinator is responsible for the following systems and procedures for the paper/pencil administration:

- Establish clear responsibilities for Building Test Coordinators and provide them with needed information and materials
- Serve as the main point of contact with AAI, Questar, UPS, and EED
- Inventory all materials immediately upon receipt
- Securely distribute assessment materials to schools
- Establish a system to account for all materials at the district and school level
- Maintain and supervise the security of all assessment materials before, during, and after testing
- Monitor assessment administration
- Be available to address issues that may occur

- Collect all assessment materials from Building Test Coordinators after testing
- Package all materials for return to Questar

A checklist for District Test Coordinators is provided. The checklist includes only the major steps in the materials receipt and returns processes and should not be used as a substitute for reading all of the instructions in this manual.

Receive Materials

When assessment materials are shipped, District Test Coordinators receive an email from UPS with tracking information for their shipment. If materials do not arrive in the district by March 23, 2015, District Test Coordinators should immediately contact:

- UPS
- AMP Customer Service: 855-277-9752
- EED District Test Coordinator Liaison Leyla Gouldie: leyla.goudie@alaska.gov

Inventory Materials

It is the District Test Coordinator's responsibility to inventory the district and school materials immediately upon receipt of each shipment using the shipping inventory documents:

- The box content list or shipment summary list should be used to confirm the test booklet security ID numbers. Security ID numbers have been assigned to and printed on all test booklets. These materials have been sequentially numbered and shrink-wrapped with a label that indicates the security ID numbers of the documents enclosed and the quantity included in the package.
- An inventory should confirm no return forms or labels are missing. All forms and labels needed to return assessment materials to Questar are packaged separately in plastic bags by return shipment type. Return materials should be kept in their separate bags to avoid returning materials to Questar with incorrect UPS or Questar return labels. All shipping boxes should be saved for return shipping to Questar.
- After the inventory for each school is complete, make one copy of each school's shipping inventory documents for district records and return the originals to Box 1 of the school boxes.

Additional Materials Requests

If additional materials are needed for assessment, the District Test Coordinator should contact AMP Customer Service at amp_support@ku.edu or by phone at 855-277-9752. Additional

materials orders are due by April 3, 2015. Whenever possible, one request should be made for additional materials for the entire district.

Distribute Materials to Schools

As soon as possible after receiving the paper/pencil materials shipment, District Test Coordinators should:

- Distribute school boxes to Building Test Coordinators in the original school boxes
- Instruct Building Test Coordinators to keep original boxes for returning materials to the district
- Include sufficient overage for each building in the shipments to schools (the amount of overage to include for each school is a district decision)
- Include sufficient paper bands from the district box in each school shipment

Affix Labels to Test Booklets

District Test Coordinators may place labels on test booklets or assign this task to Building Test Coordinators. Student labels are in the school materials boxes by grade in alphabetical order by student last name and need to be separated and sorted by testing classroom/group.

Guidance for labeling test booklets:

- Labels are provided on perforated strips to facilitate separation.
- If a label is torn or damaged during the separation process, it may not be used. Information for that student will need to be manually entered and coded on the test booklet.
- Labels must be affixed correctly within the dotted lines on the back of the test booklet. If the label is not applied in the correct space, scanning equipment cannot read the barcode and student information cannot be captured.
- Labels may not be affixed to large print booklets. Labels also may not be affixed to standard test booklets that will be used by a student with an accommodation that allows the student to make extra marks in the answer area (e.g., highlighting answer choices, crossing out answer choices). These booklets must be transcribed prior to scoring, and the label must be on the booklet to be scored.

Materials Needed for AMP Assessment

The Building Test Coordinator will provide the following to each Test Administrator:

- ☐ Assessment schedule with the length of time for each assessment session, including which content assessment and sections are to be completed in each assessment session.
- ☐ List of students in the assessment session.
- ☐ List of students receiving accommodations, the accommodations to be provided, and any special materials needed.
- ☐ Labeled Test Booklets (one for English language arts and one for math) for each student being assessed. Check labels for accuracy; immediately alert the Building Test Coordinator if there is an error.
- ☐ Unlabeled Test Booklets for students who do not have labels.
- ☐ Sharpened No. 2 Pencils.
- ☐ Blank scratch paper and graph paper.
- ☐ Bilingual dictionaries for ELL students.
- ☐ "Testing: Do Not Disturb" and "No Electronic Devices" signs to place outside the assessment room.
- ☐ Binder clips if students are taking fewer than four sections in an assessment session.
- ☐ Clock visible to students.
- ☐ Test Administration Manual (this manual). One copy should be provided for each Test Administrator assisting in the administration.
- ☐ Assessment Log and Irregularity Report.
- ☐ Calculators for the mathematics content assessment (refer *to Figure 5. Calculator Usage By Grade Level for the AMP Assessment).*

District Test Coordinator Duties during Paper/Pencil Assessment

The District Test Coordinator must be available to answer questions and resolve problems during the assessment sessions. If there are any problems with assessment materials or administration, the District Test Coordinator should report the situation to AMP Customer Service at 855-277-9752. If there is an issue related to assessment policy, the District Test Coordinator should contact the EED District Test Coordinator Liaison at 907-465-8433. A call to verify procedures is better than an error that results in a test irregularity or invalidation.

District Test Coordinator Duties after Paper/Pencil Assessment Sessions are Complete

District Test Coordinators are responsible for several essential follow-through procedures, including:

- Transcription
    - o District Test Coordinators must establish a secure method for transcribing large print test books and standard test booklets with writing in the answer area.
    - o Test Administrators who are responsible for transcribing must be trained and complete the transcription in a secure location, adhering to transcribing procedures noted in this manual.
- Participation verification
    - o District Test Coordinators must establish a system to ensure all eligible students were tested.
    - o If a student is not tested, District Test Coordinators must indicate the 'reason not tested' code in the student's record in the KITE Educator Portal.
- Do Not Score booklets
    - o If a test booklet was labeled or manually coded with demographic information, but was invalidated or not used, it must be labeled "DO NOT SCORE".
    - o "DO NOT SCORE" must be written in black, permanent marker across the front of the test booklet.
    - o District Test Coordinators must determine if booklets are marked permanently at the school or district level.
    - o Do Not Score booklets must be returned to Questar as non-scorable materials. Any test booklets with student labels or demographic information on them will be scored, even if they are unused or invalidated, if they are returned to Questar in a scorable material shipment.

- Other materials
  - Scratch paper and graph paper must be securely destroyed.
  - Manuals are discarded at the school or district.

Return Material Procedures

It is the District Test Coordinator's responsibility to ensure that all assessment materials are shipped back to Questar properly and on time. All materials must be correctly organized, accompanied by required forms, and returned no later than May 1, 2015.

District Test Coordinators must complete three major steps when returning assessment materials:

1. Inventory and organization of all assessment materials returned by Building Test Coordinators; verification and completion of all required forms
2. Packaging used consumable test booklets and related forms and arranging for pick-up of scorable materials return shipments
3. Packaging all unused test booklets, including large print and Braille test booklets and related forms, and arranging for pick-up of non-scorable materials return shipments

Correct labels must be used for each shipment. Salmon colored labels are for scorable materials while blue colored labels are for non-scorable materials. Materials are sorted at the scoring facility according to the color of the label on the box, and an incorrect return label may cause a substantial delay in processing and scoring materials.

Organizing Scorable Materials for Shipping

District Test Coordinators should check that each School Information Sheet has been correctly completed and verify that the name and number of test booklets of each school is included. The School Information Sheet should be kept on top of the corresponding scorable materials, under the paper band.
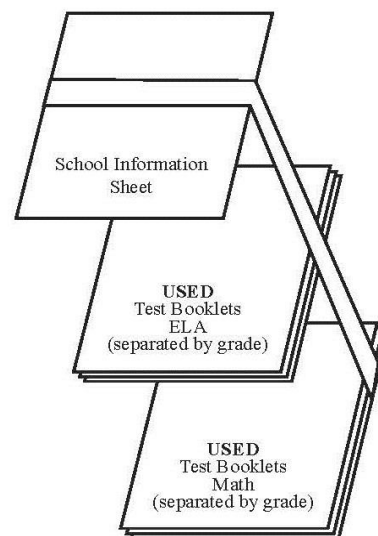
Scorable materials include all used test booklets. The diagram to the right illustrates the packing process for these materials.

Guidance for packing and preparing to ship scorable materials:

Figure A-1. Scorable Materials Packing

- Used test booklets should be organized by grade at the school level.
- All test booklets should be packaged in the original boxes in the order shown.
- Non-scorable materials may not be returned in the same box as scorable materials. Scorable materials returned with non-scorable materials may not be scored due to assessment procedures and reporting timeline requirements.
- Boxes should be sealed securely with heavy-duty tape.
- One UPS label from the appropriate return kit should be affixed to each box.
- One "Questar Return Shipping Label for Scorable Materials" (salmon colored) should be affixed to each box.
- The number of the box and the total number of boxes of scorable materials being shipped from the district should be written in the lower left corner of each salmon colored label (e.g., Box 1 of 3, or, if only one box is being shipped, Box 1 of 1). The number of boxes of non-scorable materials is not included in the total number of boxes of scorable materials.
- Scorable materials must be returned to Questar via UPS using the provided labels. Questar is responsible for all shipping costs; however, it is the District Test Coordinator's responsibility to make shipping arrangements with UPS by calling 877-536-2697. Specific return instructions are provided in the Scorable Materials Return Kits.
- Pick up must be arranged for no later than May 1, 2015. UPS may require notice one business day in advance of pick up.
- The "Return Service Customer Receipt" portion of each UPS label used should be kept for district records.

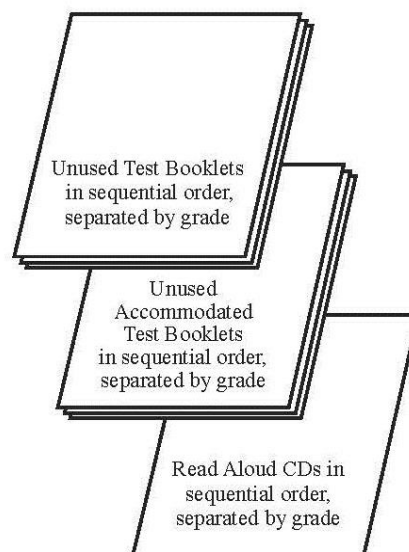***Organizing Non-scorable Materials for Shipping***

Non-scorable materials include:

- All large print and Braille test booklets, used and unused
- Unused test booklets
- CDs
- Do Not Score test booklets

The diagram to the right illustrates the packing process for these materials. Guidance for packing and preparing to ship non-scorable materials:

- All non-scorable test booklets should be organized by grade at the school level.
- All test booklets should be packaged in the original boxes in the order shown. Large print test booklets may be folded to fit in the boxes.
- Non-scorable materials and scorable materials may be returned on the same date; however, they must be packaged and returned in separate boxes. Returning non-scorable materials in the same box as scorable materials is a procedural testing impropriety and may result in scorable materials not being scored.
- Boxes should be sealed securely with heavy-duty tape.
- One UPS label from the appropriate return kit should be affixed to each box.
- One "Questar Return Shipping Label for Non-scorable Materials" (blue colored) should be affixed to each box.
- The number of the box and the total number of boxes of scorable materials being shipped from the district should be written in the lower left corner of each salmon colored label (e.g., Box 1 of 3, or, if only one box is being shipped, Box 1 of 1). The number of boxes of scorable materials is not included in the total number of boxes of non-scorable materials.
- Non-scorable materials must be returned to Questar via UPS using the provided labels. Questar is responsible for all shipping costs; however, it is the District Test Coordinator's responsibility to make shipping arrangements with UPS by calling 877-536-2697. Specific return instructions are provided in the Non-scorable Materials Return Kits.
- Pick up must be arranged for no later than May 1, 2015. UPS may require notice one business day in advance of pick up.

Figure A-2. Non-scorable Materials Packing

Unused Test Booklets in sequential order, separated by grade

Unused Accommodated Test Booklets in sequential order, separated by grade

Read Aloud CDs in sequential order, separated by grade

- The "Return Service Customer Receipt" portion of each UPS label used should be kept for district records.

Building Test Coordinator Responsibilities for Paper/Pencil Assessment

The Building Test Coordinator should be familiar with the entire contents of the *District Test Coordinator's Manual*, this appendix on paper/pencil assessment administration, and the *AMP Test Administration Directions*. It is the Building Test Coordinator's responsibility to:

- Inventory all materials immediately upon receipt
- Follow the established system to account for all materials assigned to school
- Maintain and supervise the security of all assessment materials before, during, and after assessment
- Securely distribute assessment materials to Test Administrators
- Monitor assessment administration
- Collect all assessment materials from Test Administrators after assessment
- Package all materials for return to the District Test Coordinator

A Checklist for Building Test Coordinators is provided. The checklist includes only the major steps in the materials receipt and returns processes and should not be used as a substitute for reading all of the instructions in this manual.

Receive Materials

Building Test Coordinators should inventory the school materials immediately upon receipt:

- The box content list or shipment summary list should be used to confirm the test booklet security ID numbers. Security ID numbers have been assigned to and printed on all test booklets. These materials have been sequentially numbered and shrink-wrapped with a label that indicates the security ID numbers of the documents enclosed and the quantity included in the package.
- If materials are missing, or if additional materials are included, the Building Test Coordinator should contact the District Coordinator immediately.

Affix Labels to Test Booklets

District Test Coordinators may place labels on test booklets or assign this task to Building Test Coordinators. Student labels are in the school materials boxes by grade in alphabetical order by student last name and need to be separated and sorted by testing classroom/group.

Guidance for labeling test booklets:

- Labels are provided on perforated strips to facilitate separation.
- If a label is torn or damaged during the separation process, it may not be used. Information for that student will need to be manually entered and coded on the test booklet.
- Labels must be affixed correctly within the dotted lines on the back of the test booklet. If the label is not applied in the correct space, scanning equipment cannot read the barcode and student information cannot be captured.
- Labels may not be affixed to large print booklets. Labels also may not be affixed to standard test booklets that will be used by a student with an accommodation that allows the student to make extra marks in the answer area (e.g., highlighting answer choices, crossing out answer choices). These test booklets must be transcribed prior to scoring, and the label must be on the booklet to be scored.

Maintain Security of Assessment Materials

The Building Test Coordinator plays a pivotal role in ensuring a valid assessment process by upholding the following security protocol:

- No one may look inside test booklets for any reason prior to the assessment sessions; only students and Test Administrators delivering accommodations should read the contents of the test booklets.
- No test booklets may be distributed to test administrators until the first day of assessment.
- All assessment materials must be stored in a securely locked location before, during, and after assessment.
- Building Test Coordinators must make arrangements for the secure return and storage of materials at the end of each day of assessment.

Building Test Coordinator Duties during Paper/Pencil Assessment

The Building Test Coordinator should be available to answer questions and resolve problems during the assessment sessions. Building Test Coordinators should regularly monitor rooms in which students are taking the assessment to ensure that secure, standardized administration is taking place.

Building Test Coordinators must follow the reporting procedures established by the District Test Coordinator. A call to verify procedures is better than an error that results in a test irregularity or invalidation.

Building Test Coordinator Duties after Paper/Pencil Assessment Sessions are Complete

Building Test Coordinators are responsible for several essential follow-through procedures, including:

- Transcription
    - Building Test Coordinators must follow the secure methods established by the District Test Coordinator for transcribing large print test books and standard test booklets with writing in the answer area.
    - Test Administrators who are responsible for transcribing must be trained and complete the transcription in a secure location, adhering to transcribing procedures noted in this manual.
- Participation verification
    - Building Test Coordinators must verify that all eligible students have been assessed and follow district procedures for recording Reasons Not Tested.
- Do Not Score booklets
    - If a test booklet was labeled or manually coded with demographic information, but was invalidated or not used, it must be labeled "DO NOT SCORE".
    - "DO NOT SCORE" must be written in black, permanent marker across the front of the test booklet.
    - District Test Coordinators must determine if test booklets are marked permanently at the school or district level.
    - Do Not Score test booklets must be returned to the District Test Coordinator as non-scorable materials.

Material Return Procedures for Building Test Coordinators

Immediately after assessment, Building Test Coordinators must:

- Collect all assessment materials
- Securely destroy scratch paper
- Discard *AMP Test Administration Directions*
- Separate scorable and non-scorable materials
  - Scorable materials are used test booklets. Non-scorable materials include unused test booklets, used Do Not Score test booklets, used and unused large print and braille booklets, and read aloud CDs.
- Inventory and account for all materials. If materials are missing, immediately contact the District Test Coordinator and begin an intensive search for the missing items.
- Prepare to return all materials to the District Test Coordinator

Organizing Scorable Materials for Shipping to District Test Coordinator

Materials must be returned exactly as described below and illustrated in the diagram to the right:

- Non-scorable and scorable materials must be packaged and returned in separate boxes.
- Scorable materials should be organized by grade.
- Used test booklets for the entire school should be packaged sequentially in the order shown.
- The School Information Sheet must be completed and paper-banded to the used test booklets.
- Materials must be packaged in the original shipping boxes.
- Packages should be shipped to the District Test Coordinator following local procedures.

Figure A-3.Scorable Materials Packing for Shipment by BTC to DTC
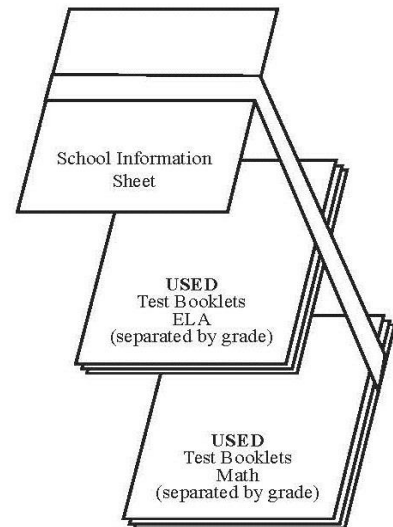
Organizing Non-scorable Materials for Shipping to District Test Coordinator

Materials must be returned exactly as described below and illustrated in the diagram to the right:

- Non-scorable and scorable materials must be packaged and returned in separate boxes.
- Used test booklets for the entire school should be packaged in the order shown.
- The following materials must be separated and each type of material put in sequential order:
    o Unused test booklets
    o Large print test booklets (may be folded)
    o Braille test booklets
    o CDs
    o Used do not score test booklets
- Materials must be packaged in the original shipping boxes and marked as non-scorable.
- Packages should be shipped to the District Test Coordinator following local procedures.

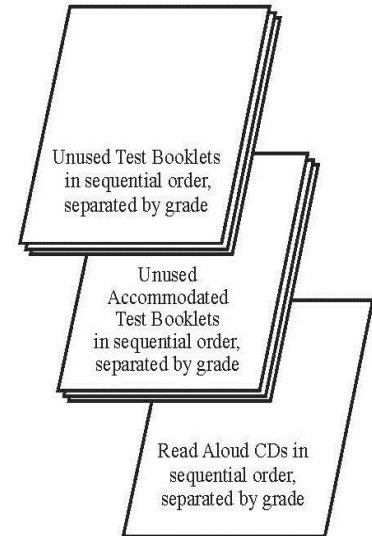*Figure A-4. Non-scorable Materials Packing for Shipment by BTC to DTC*

Unused Test Booklets in sequential order, separated by grade

Unused Accommodated Test Booklets in sequential order, separated by grade

Read Aloud CDs in sequential order, separated by grade

Checklist for District Test Coordinators

General

☐ Read this District Test Coordinator's Manual in its entirety.

☐ Read the *AMP Test Administration Directions* and become familiar with all procedures.

☐ Save all of the boxes the materials in to use to return test materials to Questar. Instruct Building Test Coordinators to do the same.

☐ Using the shipping inventory documents, verify that all boxes of materials have been received for all schools that will be administering the paper/pencil AMP assessment.

☐ Inventory and distribute materials according to the instructions in this manual. The district and school shipping inventory documents provide the quantities of materials shipped. Keep the return forms and labels in the separate bags until needed after testing.

☐ Distribute paper bands to each school.

☐ Determine if each school is receiving a sufficient amount of student assessment materials. Order additional materials, if needed no later than April 3, 2015.

☐ Inventory test booklets, including large print and Braille test booklets, by using the shipping inventory documents and the label with security ID numbers on each shrink-wrapped package. Test booklets should be counted while they are in the shrink-wrapped package. When not being used by students, test booklets for all grades must be kept in a locked area.

☐ Be available on assessment days to answer questions and resolve problems.

Return of Testing Materials to Questar

☐ Inventory all testing materials returned from the schools.

☐ Separate scorable materials from non-scorable materials. These must be returned in separate shipments.

☐ Scorable materials must be picked up for return by May 1, 2015.

☐ Verify that used test booklets have been separated from unused test booklets. Any unused test booklets with student labels or demographic information on them will be scored.

☐ Check that each School Information Sheet has been correctly completed. Verify that the count of test booklets returned under the school header sheet is listed in box 4.

☐ Organize all materials exactly as shown in the diagrams provided in this manual.

☐ Package the materials by school and securely seal boxes with tape. Do not put non-scorable materials in the same box with scorable materials.

☐ Place a "Return Shipping Label for Scorable Materials" (salmon colored) on each box of scorable materials. In the lower left corner of each label, write the number of the box and

the total number of boxes of scorable materials you are shipping. For example: Box 1 of 3, Box 2 of 3, Box 3 of 3. If you are shipping only one box, write Box 1 of 1. Do not include the number of boxes of non-scorable materials in the total number of boxes of scorable materials.

☐ Call 877-536-2697 to arrange for the scorable materials to be picked up. Call one business day prior to when you need the scorable materials picked up.

☐ Keep the "Return Service Customer Receipt" portion of each UPS label used to return scorable materials.

Non-scorable Materials

☐ Non-scorable materials must be picked up for return by May 1, 2015.

☐ Package test booklets, including large print and Braille test booklets and read aloud CDs, separately for each grade in sequential security ID number order and securely seal boxes with tape. Do not place non-scorable materials and scorable materials in the same box.

☐ Place a "Return Shipping Label for Non-scorable Materials" (blue colored) on each box. In the lower left corner of each label, write the box number and the total number of boxes of non-scorable materials you are shipping. For example: Box 1 of 3, Box 2 of 3, Box 3 of 3. If you are shipping only one box, write Box 1 of 1. Do not include the number of boxes of scorable materials in the total number of boxes for non-scorable materials.

☐ Call 877-536-2697 to arrange for the non-scorable materials to be picked up. Call one business day prior to when you need the non-scorable materials picked up.

☐ Keep the "Return Service Customer Receipt" portion of each UPS label used to return non-scorable materials.

Checklist for Building Test Coordinators

General

☐ Read the *AMP Test Administration Directions* and District Test Coordinator's Manual and become familiar with all procedures.

☐ Be available on assessment days to answer questions and resolve problems.

Receipt of Materials

☐ Inventory all materials against the shipping inventory documents according to the instructions in this manual.

☐ Verify that there are enough copies of the Test Administration Direction to provide one for each Test Administrator.

☐ Distribute the *AMP Test Administration Directions* to each Test Administrator. Remind Test Administrators to read the *AMP Test Administration Directions* prior to administering the assessment.

☐ Keep the school shipping inventory documents for your records.

☐ Inventory test booklets by using the shipping inventory documents and the label with security ID numbers provided on each shrink-wrapped package. Test booklets should be counted while they are in the shrink-wrapped package. When not being used by students, test booklets must be kept in a securely locked area.

☐ Make as many copies of the Classroom Daily Check-In/Check-Out Worksheet as needed to check secure materials out to and in from all students.

☐ Distribute test booklets to Test Administrators no earlier than the first day of testing.

☐ Distribute large print and Braille test booklets as well as Read Aloud CDs within schools for which they were ordered, following the same security procedures as for the regular test booklets.

Checking and Preparing Materials for Return to the District Test Coordinator

☐ Follow the instructions provided in this manual for completing forms and organizing materials for return to the District Test Coordinator.

☐ Inventory all secure assessment materials with each Test Administrator as they return materials each day.

☐ Verify that all secure materials assigned to each Test Administrator have been returned and are in security ID number order with the lowest number on top and the highest number on the bottom.

☐ Verify that used test booklets have been separated from unused test booklets and are returned in the Scorable Materials Return Shipment.

☐ Complete a School Information Sheet for each grade assessed according to the instructions provided in this manual.

☐ Place the School Information Sheet on the top of the appropriate used test booklets.

☐ Band together all used test booklets with the appropriate headers.

☐ Organize all test booklets for each grade tested in the school in sequential security ID number order with the lowest number on the top and the highest number on the bottom and paper band the test booklets together.

☐ Verify that materials are organized and banded exactly as shown in the diagrams in this manual.

☐ Return all materials to the District Test Coordinator.

Correspondence School Students Testing at a School District Site

Districts with correspondence school students taking the paper/pencil AMP assessment in a school district in which they are not enrolled may contact the District Test Coordinator of the host district to request that the student to join the assessment session of the local school.

For the paper/pencil administration, the following procedures should be followed:

- The District Test Coordinator of the correspondence school must send the pre-ID label to the host district. The host District Test Coordinator and the requesting District Test Coordinator will decide if test booklets should be sent in addition to the required pre-ID labels. The host District Test Coordinator and the requesting District Test Coordinator must decide upon a mutually agreeable date that the pre-ID labels and assessment materials will be sent to the host district. If assessment materials are sent, they must be sent securely.

- The host district must return the visiting student's assessment materials to Questar (this is to expedite shipping and scoring).

**Spring 2015 Alaska Measures of Progress (AMP)
School / Classroom Daily Check In-Check Out
Test Materials**

This Classroom Daily Check In-Check Out Worksheet is designed for when administering the Alaska Measures of Progress (AMP).

Please remove this classroom security list to assist with inventory each day during testing. It may be necessary to make multiple copies to meet the needs of all test administrators in one building. Use this form to sign out secure materials to each student. Space has been provided to assign a test booklet and security code to each student. Do not draw lines downward to indicate sign in; identify the time for each student record. See sample below.

This procedure will insure no test items are missing and provide resolution to any discrepancies. After testing, be sure to provide the checklist to the associate (building) test coordinator.

School _____   Teacher _____   Grade _____

*TB = Test Book

Item*	Security Number	Student Name	ELA Date		Writing Date		Mathematics Date		Reason if Item is not Returned
			Out	In	Out	In	Out	In	
TB	*39209257*	*John Doe*	*9:00*	*11:38*	*9:00*	*11:20*	*9:00*	*11:00*	
TB	*39206258*	*Jane Doe*	*9:00*	*11:15*	*9:00*	*11:49*	*9:00*	*10:53*	
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Figure A-5. Questar School Information Sheet for Paper/Pencil Assessment Materials

Instructions for Shipping Scorable Materials to Questar

The scorable materials (used test booklets) for the Alaska Measures of Progress (AMP) Examinations must be shipped to Questar Assessment, Inc. (Questar) **no later than** Friday, May 1, 2015. Review these return instructions for the shipment of the scorable materials to Questar.

To ship scorable materials to Questar, please follow these instructions:

1. Follow the instructions in the District Test Coordinators' Manual for packaging the materials.

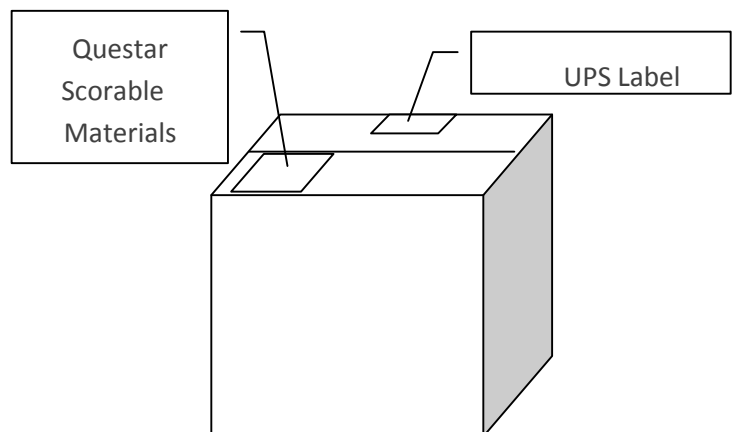2. Upon return of the test booklets from each school in your district, inventory them to ensure you received the range indicated on the packing slip. Make sure all test booklets are organized in **sequential** order and that the appropriate School Information Sheet is on TOP. See the District Test Coordinators' Manual for instructions.

3. Pack the scorable materials in the boxes that were provided when the AMP materials were shipped to you. You may pack scorable materials from more than one school together in a box to minimize the number of boxes being returned so long as they have been organized numerically within the box and that each group of booklets is accompanied with the corresponding School Information Sheet. **Do NOT include any nonscorable materials in this scorable materials shipment.**

   • Use filler (e.g., crumpled paper or bubble wrap) to make sure scorable materials do not shift during transport.
   • Tape boxes **securely** using heavy-duty shipping tape. We recommend at least three strips of tape across both the top and the bottom of the box to ensure security of the contents during shipping.
   • Please remove or cover up any labels still attached to boxes from the original shipment to you.

Figure A-6. Labeling for Boxes of Scorable Materials

4. Place a SALMON Questar Scorable Materials Return Shipping Label on each box of scorable materials being shipped. (Please refer to the diagram which indicates where you should place the label.) In the lower left corner of each label, write the number of the box and the total number of boxes of scorable materials you are shipping, for example, "Box 1 of 3," "Box 2 of 3," "Box 3 of 3." If you are shipping only one box, write "Box 1 of 1."

5. Attach a UPS shipping label to each package. If you have more than one box in the shipment, each box must have a label in order for UPS to take it. Keep the UPS "RETURN SERVICE CUSTOMER RECEIPT(s)" for your records.

6. Return your package(s) to Questar. If you have a daily pick-up or regular deliveries from UPS, simply give the package(s) to your UPS driver. If UPS is not at your location on a daily basis, call 877-5362697 to schedule your pick-up. When you call:

   - Please identify yourself as a Questar Assessment customer.
   - Provide the Customer Service Representative with the number of packages and location of the boxes (e.g., loading dock, office, etc.).

7. Be aware that UPS may not be able to pick up the packages until the following business day, so make the arrangements accordingly. If you drop packages off at a UPS pick-up location, you must verify the UPS pick-up times to ensure your package will be picked up by UPS on or before the return deadline.

   Scorable materials MUST be picked up by Friday, May 1, 2015.

8. If you have any questions about these procedures, please contact AMP Customer Service by email at amp_support@ku.edu or by phone at 855-277-9752.

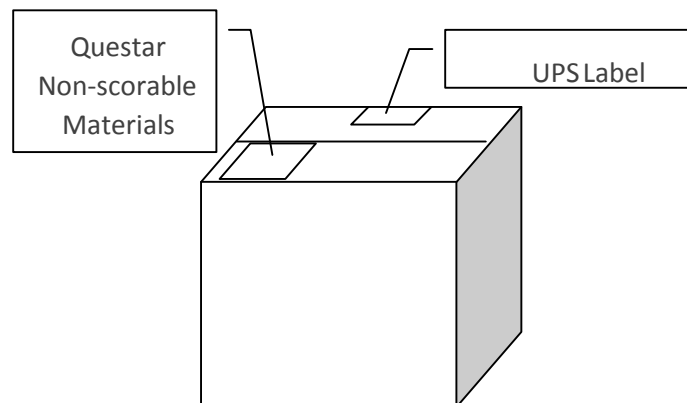## Instructions for Shipping Non-scorable Materials to Questar

The non-scorable materials (unused test booklets) for the Alaska Measures of Progress (AMP) Examinations must be shipped to Questar Assessment, Inc. (Questar) **no later than Friday, May 1, 2015.** Review these return instructions for the shipment of the non-scorable materials to Questar.

To ship non-scorable materials to Questar, please follow these instructions:

1. Follow the instructions in the District Test Coordinators' Manual for packaging the materials. A step-by-step guide for returning non-scorable materials is provided.

2. Upon return of the test booklets from each school in your district, inventory them to ensure you received the range indicated on the packing slip. Make sure all test booklets are organized in **sequential** order. See the District Test Coordinator's Manual for instructions.

3. Pack the non-scorable materials in the boxes that were provided when the AMP materials were shipped to you. You may pack non-scorable materials from more than one school together in a box to minimize the number of boxes being returned so long as they have been organized numerically within the box. **Do NOT include any scorable materials in this non-scorable materials shipment.**

   • Use filler (e.g., crumpled paper or bubble wrap) to make sure non-scorable materials do not shift during transport.
   • Tape boxes **securely** using heavy-duty shipping tape. We recommend at least three strips of tape across both the top and the bottom of the box to ensure security of the contents during shipping.
   • Please remove or cover up any labels still attached to boxes from the original shipment to you.

Figure A-7. Labeling for Boxes of Non-Scorable Materials

4. Place a BLUE Questar Non-scorable Materials Return Shipping Label on each box of non-scorable materials being shipped. (Please refer to the diagram which indicates where you should place the label.) In the lower left corner of each label, write the number of the box and the total number of boxes of non-scorable materials you are shipping, for example, "Box 1 of 3," "Box 2 of 3," "Box 3 of 3." If you are shipping only one box, write "Box 1 of 1."

5. Attach a UPS shipping label to each package. If you have more than one box in the shipment, each box must have a label in order for UPS to take it. Keep the UPS "RETURN SERVICE CUSTOMER RECEIPT(s)" for your records.

6. Return your package(s) to Questar. If you have a daily pick-up or regular deliveries from UPS, simply give the package(s) to your UPS driver. If UPS is not at your location on a daily basis, call 877-5362697 to schedule your pick-up. When you call:

    - Please identify yourself as a Questar Assessment customer.
    - Provide the Customer Service Representative with the number of packages and location of the boxes (e.g., loading dock, office, etc.).

7. Be aware that UPS may not be able to pick up the packages until the <u>following</u> business day, so make the arrangements accordingly. If you drop packages off at a UPS pick-up location, you must verify the UPS pick-up times to ensure your package will be picked up by UPS on or before the return deadline.

    Nonscorable materials MUST be picked up by Friday, May 1, 2015.

8. If you have any questions about these procedures, please contact AMP Customer Service by email at <u>amp_support@ku.edu</u> or by phone at 855-277-9752.

APPENDIX B

Memorandum from EED: Requirement to Test Students, with Statutory References and Compliance Information

ISSUE: The ability to refuse to participate in statewide assessments has come under question. This document provides the legal requirements for districts and schools to test all students.

CURRENT SITUATION: Standardized student assessments are required to be administered in Alaska public schools under both state and federal law for purposes of school and district accountability and measuring student achievement. They are not associated with student grades or promotions.

STATE LAW: Alaska state regulations require school districts to test all students and do not allow a school or district to systematically exclude students.

4 AAC 06.737. Standards-based test …Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in reading, writing, and mathematics annually to every student in grades 3 through 10, and each district shall administer the standards-based test in science annually to every student in grades 4, 8, and 10.

4 AAC 06.820. Participation… (b) A school or district may not systematically exclude students from assessment.

FEDERAL LAW: Federal law requires states that receive funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) to implement assessments in each school district that include math, reading or language arts, and science. Assessments must be implemented in grades 3-8 and in at least one high school grade in grades 10-12 for reading/language arts and math. A science assessment must be administered at least once in grades 3-5, 6-9, and 10-12. Alaska administers science assessments in grades 4, 8, and 10.

The act requires that the state assessments must provide for the participation of all students in the tested grades. Districts and schools that do not receive Title I funds are still required to administer assessments to all of their students.

POTENTIAL US ED ACTION: If a state education agency (SEA) fails to comply with the assessment requirements in ESEA, the U.S. Department of Education (US ED) has a range of enforcement actions it can take. These include:

- sending a letter to the SEA requesting that it come into compliance;

- increasing monitoring;
- placing a condition on the SEA's Title I, Part A grant award or its ESEA flexibility request;
- placing the SEA on high-risk status (34 C.F.R. § 80.12);
- issuing a cease and desist order (GEPA section 456 (20 U.S.C. § 1234e));
- entering into a compliance agreement with the SEA to secure compliance (GEPA 457 (20 U.S.C.§ 1234f));
- withholding all or a portion of the SEA's Title I, Part A administrative funds (ESEA section llll(g)(2) (20 U.S.C. § 6311(g)(2)));
- and suspending, and then withholding, all or a portion of the state's Title I, Part A programmatic funds (GEPA section 455 (20 U.S.C. § 1234d)).

An SEA, such as the Department of Education & Early Development (EED), has similar enforcement actions available to it with respect to noncompliance by a school district, including withholding a district's Title I, Part A funds. *See, e.g.,* GEPA section 440 (20 U.S.C. § 1232c(b)).

In addition, EED or a school district could find itself out of compliance with a wide range of additional federal programs that rely on statewide assessment results, putting additional funds at risk.

These additional programs include, but are not limited to:

- the School Improvement Grants (SIG) program;
- ESEA Title III (language instruction for English language learners);
- Part B of the Individuals with Disabilities Education Act (IDEA);
- programs for rural schools under ESEA Title VI;
- migrant education under ESEA Title I, Part C;
- and programs focused on professional development and other supports for teachers, such as ESEA Title II.

STUDENT DATA: Regarding concerns related to the sharing of personally identifiable information, EED does not submit individual-level data to the US ED.

APPENDIX C

Assessment Log and Irregularity Report

Purpose: *The Assessment Log and Irregularity Report* provides comprehensive documentation of the AMP assessment administration at a school.

EED recommendation:

- This form is completed by the Test Administrator(s) in each testing room on a daily basis.
- The Building Test Coordinator compiles and finalizes the form and:
- Scans and emails this form to the DTCs once testing is completed.
- Maintains this form at the school **for two years** as part of the assessment documentation process and file. **See Testing Documentation Guidance form.**

The following information must be documented on the form:

- Any reason why a student did not test, including any test section, e.g. Absent, Suspension, Illness, Student Refusal, Parent Refusal*
- Any irregularity that occurred during testing
    - o Include pertinent notes to ensure clear understanding of the irregularity.
    - o List all parties involved in incident and actions taken by all staff. Additional pages may be attached as needed.

*Please ensure supporting documentation is included in your building's assessment documentation file. This could include an email, letter, noted phone call, etc.

ASSESSMENT LOG AND IRREGULARITY REPORT
AMP 2015

School	Building Test Coordinator	Signature

Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity
Supporting Notes						
Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity
Supporting Notes						
Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity
Supporting Notes						
Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity
Supporting Notes						
Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity
Supporting Notes						

ASSESSMENT LOG AND IRREGULARITY REPORT
AMP 2015

Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity

Supporting Notes						

Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity

Supporting Notes						

Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity

Supporting Notes						

Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity

Supporting Notes						

Date	Name of Student	Grade	AKSID	Test and Section	Test Administrator(s)	Reason not Tested/Irregularity

APPENDIX D

Building Test Coordinator Guidance – AMP 2015

EED recommends that all assessment forms completed by Test Administrators and Building Test Coordinators are maintained at the school-level for two years following each test administration. Schools are responsible for keeping copies of all district, State of Alaska and vendor testing forms used during any of the assessments. *In addition, these must be available upon request by the district, EED or the vendor.*

- Test Security Agreements
  - **State of Alaska, Level 3, for those coordinating tests (These may also be scanned/emailed to DTCs.)**
  - State of Alaska, Level 4, for those administering tests
- Documentation of attendance at training
- **AMP Assessment Log and Irregularity Report (This is also scanned/emailed to DTCs at the end of testing administration.)**
- If applicable: PNP Documentation
  - Supporting Documentation for students with Accessibility Tools
- Assessment Session Groups
  - These should indicate students testing in a specific room, on a specific date and with a specific test administrator
- All manually entered KITE Educator Portal testing data and documentation is done. This must be completed, checked and verified by the BTC. (e.g. PNP activation, reason student not tested, etc.)

The final confidential testing documentation file may be:

- a paper file stored in a secure location
- an electronic file stored on your school's secure server

The documentation file must be available upon request by your district, EED or the vendor.

This list offers the key components to copy and save at the school. There may be additional items required, depending on changes with your district, EED or the vendor.

Level 3 TSA: Site

The following roles must complete a TSA, Level 1-3:

- Testing Administrator (Principal or AP)—AMP/Alaska Science
- AMP/Alaska Science Building Test Coordinator

Level 4 TSA: Classroom

The following roles must complete a TSA, Level 4:

- Test Administrators *Those staff administering tests to students. Staff members do NOT have to be certified to administer AMP/Alaska Science, but they must be district employees and participate in training.*
- Staff involved in AMP/Alaska Science Testing at a building level
    - o AAs or Secretaries assisting BTCs
    - o IT Building-Level Staff assisting BTCs or Test Administrators with AMP
    - o Any building-level staff member (certificated or classified) who will be, or potentially be, in an AMP testing room or working with students testing